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FINAL REPORT

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Title: Finances of Bilingual
Elementary Schools in
Ontario

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Division VI

INTRODUCTORY NOTE

TITLE: FINANCES OF BILINGUAL ELEMENTARY SCHOOLS IN ONTARIO
by Norman Baird.

NOTES:

This study is a statistical description of the revenue and teaching staff in Ontario elementary schools. The text is a brief description of the school grants plans and a brief commentary on the tables.

The broad conclusion is that the average expenditure per pupil is lower in the French language schools because proportionately larger legislative grants did not compensate for the lack of levies on commercial properties. The change in the grants program beginning in 1964-65 will significantly increase grants to these schools, although it will not fully compensate for the lower per capita assessment of French-Canadian separate school taxpayers.

H.B. Neatby,
Supervisor.

FINANCES OF BILINGUAL ELEMENTARY SCHOOLS IN ONTARIO

Norman B. Baird,
August 1965.

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CHAPTER I

SCHOOL ADMINISTRATION

Role of Department of Education in Ontario

As all municipalities in Ontario are creations of the Province, to a considerable extent, the Province, then, has been responsible for the creation of all school sections and districts. Prior to 1965 every urban municipality could have been a basic unit for school administration. In territories without municipal organization in parts of Northern Ontario, a public school section may be established by the public school inspector. In Southern Ontario, by the Separate Schools Act, five or more householders being Roman Catholics may establish a separate school; in the territorial districts ten are required.

For many years the Province by special grants and legislation attempted to reduce by union, amalgamation, etc., the number of boards in the Province, but there were still about 3,400 of various types in 1963. By legislation effective January 1, 1965, this number was reduced by 1,581 public school boards. This was largely the result of making the township the unit of administration and by attaching certain urban municipalities with small population to adjoining township school areas.

Although Ontario is said to have a decentralized system of education, the Minister of Education wields a great deal of authority. His duties and powers are defined mainly in The Department of Education Act. The Minister of Education is entrusted with the administration and enforcement of the statutes

and regulations concerned with all schools below university level which are supported in whole or in part by public funds.

The Minister makes regulations for publicly-controlled schools concerning such matters as:

- (1) the establishment and administration of schools as well as the courses to be provided,
- (2) the admission of pupils,
- (3) the qualifications of teachers and procedure covering their appointment,
- (4) the apportionment and distribution of legislative grants.

The above is a very incomplete list of powers, but these are among the more important. Indirectly the school grants, of course, do much to determine the type and quality of education in Ontario.

Types of School Board

Boards vary tremendously in composition, method of selection, size, terms of office, duties, etc., according to the size of municipality and type of school. Rural boards are composed of three trustees elected for three years but so arranged that one trustee is elected each year. As of 1965, these are only found on crown lands and in territories without municipal organization in the territorial districts. Township school area boards generally consist of five trustees elected by ballot three of whom are elected one year and two the next. Small towns and villages elect six trustees for two years, three being elected each year. Cities and the larger townships may elect trustees ~~at~~ ^{at} large, or one or two trustees per ward for a two-year period.

While rural and township school area boards administer

elementary education, boards of education, wherever established, will administer both elementary and secondary education. High school district boards and the few remaining continuation school boards administer secondary education only. To assist in the administration of vocational education, advisory vocational committees are drawn from labour and industry to advise the school board concerning the operation of such schools or departments. In addition, school boards administering secondary education have one or two separate school board representatives appointed to them. It is to be noted that municipal councils are required to collect all the taxes required for current purposes by public and secondary school boards.

Separate school boards, on the other hand, may appoint a collector to levy and collect their school rates or they may apply to the municipal council to perform this function. Any Roman Catholic living within three miles in a direct line of a separate school may direct that his taxes ~~be~~ diverted to separate school purposes. Every person paying rates whether as owner or tenant who gives notice in writing that he is a Roman Catholic and a separate school supporter is exempted from the payment of all rates imposed for the support of public schools as long as he continues to be a supporter of a separate school.

A corporation may require the whole or any part of its assessment to be entered for the support of the separate schools. But unless Roman Catholics hold all the shares or stock, the proportion of the assessment so assigned must not be greater

than the ratio that the stock or shares held by Roman Catholics bears to the total stock or shares in the corporation. Because of difficulty of determining such ratios, separate school boards have been able to secure relatively small amounts of industrial or commercial assessment.

It might also be pointed out that a decision of the Privy Council in the Tiny Township case of 1927 showed that the Province had no responsibility to support secondary education in separate schools. Many boards though continue to provide instruction in grades 9 and 10 as a constitutional right and receive the grants provided for that purpose. Appendix A lists the enrolments in these classes for September, 1964, and shows that they are largely operated by separate school boards.

The Role of the School Board

Although the Department of Education directs much of the educational programme in Ontario, the local board is left with considerable authority, for it determines how fast and how far to expand the basic educational programme. In larger attendance areas, the boards should act as boards of directors setting educational policy. They represent the public who are, in effect, the shareholders in the enterprise. Boards in larger centres should depend upon the specialized training of their staffs to avoid the folly of being engulfed in too much detail.

Of course, another important function of school boards is the constant appraisal and evaluation of the work of the staff. A school board is not a group of individuals but a

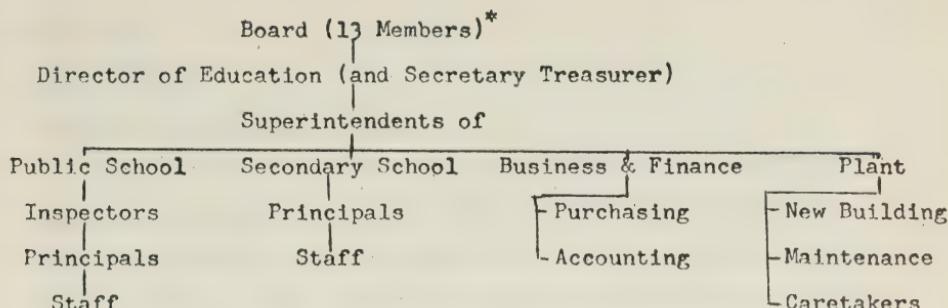
corporate body with no authority except as a board.

The various school acts "spell out" the powers and duties of school trustees in detail. In short, in Ontario, boards are empowered to provide adequate accommodation for all children between 5 and 21 years of age, appointing such officials and employees as necessary. Although the purchase of some supplies is obligatory, other supplies and services are at the discretion of the board.

Local Educational Officials

In recent years, it has become increasingly common for boards in larger systems to appoint directors, or superintendents of schools as their chief executive officers. As well as directing the educational system including the inspection of teachers these men may act as secretary-treasurers. This type of administration is in contrast with the dual system previously more common. In the latter system, the chief business official, as well as the director, both report directly to the board. In still smaller districts, the superintendent of public schools or the local school inspector and the high school principal report to the board directly. Where a board does not appoint an inspector the provincial school inspector, appointed and paid by the Province supervises the work in the schools and advises the local board.

As an illustration of a large municipal inspectorate the organization of the Scarborough Board of Education for 1963, is shown:



*Includes one appointed by the Separate School Board

One of the first duties of any newly-formed board is to appoint a secretary-treasurer. As a system expands more staff must be added. Some boards have business administrators who work with the educational staffs and act as the secretary-treasurers. This business official, whether Business Administrator, Secretary-Treasurer or Superintendent of Business and Finance or Chief Accountant plays an important part in school administration. His duties and responsibilities will be many and varied.

School Staff

As pointed out, a principal^a in small systems reports directly to the board. In such cases, he may be involved in budgeting, planning and maintenance programmes. More often, however, a principal is only concerned with the daily operation of the school. He calls attention to the needs of the school for budget purposes and requisitions for the supplies. He is in charge of the staff during school hours and is responsible for the building and its contents. School staff, whether selected by school officials and/or by school boards members must hold qualifications acceptable to the Department.

CHAPTER II

SCHOOL FINANCE

Purpose of Educational Grants

Legislative grants have become increasingly important in supporting education. From the first grant of £100 in 1807, under the District Public Schools Act, they have grown to over \$228,600,000 for elementary and secondary schools alone in 1963. At first they were designed to assist parents in establishing their schools as there was no provision for levying rates on property. Now grant plans have been developed with a number of purposes in mind.

For example, grants in Ontario would serve four main purposes:

- (1) to underwrite a considerable portion of the cost of education, thus relieving property owners of some of the burden,
- (2) to equalize the cost of education, enabling boards in poorer districts to give somewhat comparable educational programmes to those given by wealthier areas,
- (3) to help those districts where growth has been more rapid,
- (4) to encourage projects and programmes considered desirable by the Department of Education.

Ontario's School Grant Plan

To attain the objectives mentioned above, the grant regulations, in spite of an effort to make them clear and concise, have become detailed and difficult to follow unless one is working with them regularly. The local inspector or secretary-treasurer is asked to submit and certify basic information on

the grant forms. (Elementary: 1963, Appendix B; 1964, Appendix C).

The earlier grant plan, rather than that of 1964, is described more fully in this section because the data in the later parts of this report are based on it. Statistics for 1963 were not available to use in Chapters III and IV. Regulation, General Legislative Grants, 1963, is a 31 page booklet (Appendix D) giving interpretations and setting forth the tables from which the grants are determined. In this report, it is proposed to describe only the principal features of this grant plan.

For elementary schools, by this plan which remained in force from 1958 to 1963, the most important grants were those paid with respect to average daily attendance and teachers' salaries. Grants were also paid on "recognized cost" which was subject to approval of the Minister of Education. Recognized costs for elementary schools included (1) payment from current funds for debenture charges, (2) tuition fees, (3) expenditures on transportation of pupils, (4) certain capital expenditures from current funds where approved (a) for new schools and additions or for buses and (b) for renovations in schools in smaller municipalities, (5) operating costs such as transportation costs of itinerant teachers, and fuel and electricity for boards with small assessments.

Under the plan in existence from 1958 to 1963 and with some revision in 1964, the Province has attempted to give greater assistance to boards having to expand facilities rapidly. Grants were and still are increased proportionately according to need.

The method used in 1963 is described below:

"Recognized extraordinary expenditure per classroom for a board operating a school means the quotient obtained by dividing the sum of the payments recognized for grant purposes for debenture payments, for capital expenditures from current funds and for transportation, by the number of classrooms recognized for grant purposes."

The grants per pupil and on 'recognized cost' vary according to the quotient described above, as may be seen in Appendix D (pages 6 to 10). In these tables it is noted that the rates for these two grants vary, also according to assessment per classroom. The number of classrooms is generally determined by dividing the average daily attendance by 30, but here again, there are many restrictions and specifications for the definitions. In the 1963 plan it is also noted that there were different tables for various groupings of municipalities in order to bring about further equalization of school costs.

The average daily attendance was (and still is) adjusted to encourage boards to operate auxiliary classes such as those for orthopaedic cases, etc., as well as for industrial arts and home economics classes. Special grants have been paid to encourage larger units of administration. Boards were (and still are) also reimbursed for expenditures up to \$3.00 per pupil of average daily attendance for approved texts. Grants continue to be available towards the cost of library books and of milk supplied to pupils in any school area.

Separate school grants, of course, are on the same basis

as those to public schools. Because the assessments supporting separate schools are generally lower than the assessments supporting public school boards, grants to the separate schools have been relatively greater to equalize educational opportunities and costs (Table III - 3). Separate school teachers, especially those belonging to the religious orders, have not received as high salaries as those in public schools, and so, in effect have subsidized their schools. In addition, there is evidence that the separate schools, in the past at least, received considerable aid from other sources on a voluntary basis to overcome deficits.

THE 1964 GRANT PLAN

Early in 1963, the Provincial Government announced the Ontario Foundation Tax Plan. This was implemented by Regulations in the following year accompanied by the Grant Form 1964, Public and Separate Schools (Appendix C). Statistical information on the effects of the new plan are not yet available, but it is expected that the increases will be considerable. As indicated earlier some parts of the new plan retain features of earlier grant regulations.

Basically the idea behind the grant is simple, basically it's like the old grants, simple, but limitations and technical definitions make calculations difficult for the layman. Below is a simple illustration of how the new plan would work for a small elementary school board.

Basic Data:	Assessment (provincially equalized)	\$100,000
A.D.A.	30 pupils	
Total expenditures		\$ 8,000

The foundation grant would be calculated as follows:

1. Basic Tax Relief Grant $30 \times \$80 = \$2,400$

2. Equalization grant $\$130 \times 30 = \$3,900$

Less sum produced by 11 mills
on board's assessment $\$1,100$ $\$2,800$

Total ~~foundation grant~~ on current operations $\$5,200$

"Recognized extraordinary expenditures per class room" now includes 15 per cent of fees paid, in addition to the items mentioned in the 1963 plan. Grants are paid on these expenditures according to "Growth-Need Rate" based on assessment per class room, but the minimum grant is 35 per cent. In addition there are stimulation grants to aid in the establishment of larger units of administration, special classes, etc. The Maximum for all grants may not exceed 95 per cent of a board's expenditures.

The Corporation Tax Adjustment Grant is intended to compensate separate school boards for a share of industrial and commercial assessment. Another simple example is given to explain its operation:

<u>Basic Data</u>	<u>Residential and Farm Assessment</u>	<u>Corporation Assessment</u>
Public School	60 per cent of total for municipality	95 per cent of total
Separate School	40 per cent (the remainder)	5 per cent (the remainder)

Calculation of Grant:

1. Separate school might be expected to get 40 per cent of the corporation assessment but already has 5 per cent.
2. Therefore assume 35 per cent of the assessment allocated for grant purposes.
3. The Corporation Tax Adjustment Grant is determined on the allocated assessment at the average public school mill rate on commercial assessment in the municipality.

Grants on Capital Expenditures

As indicated earlier, grants are and continue to be payable on new school buildings and additions with certain limitations. A strictly specified routine is followed. First, the public school board is required to prove to the Department of Education the need for the new school construction. Sketch plans are prepared by an architect and submitted to the Department. But before the board proceeds with a project for which debentures are necessary, the approval of Ontario Municipal Board ~~is necessary~~ ^{is necessary} ~~must be obtained~~.

Separate school boards, of course, receive grants for capital expenditures on the same basis as those paid to public school boards. But because the local municipalities are not required to raise the funds by debenture issues, the approval of the Municipal Board is unnecessary.

The Department will pay grants on approved costs up to certain maxima as follows:

elementary schools: \$20,000 per classroom

secondary schools: \$25,000 per classroom

Then, of course, the grants for the approved portion of both principal and interest will be paid on a graduated basis according to the grant tables in an attempt to equalize the costs of education throughout the Province.

These limits are to cover the cost of auxiliary areas, excluding playrooms in elementary schools for which the approved limit for grant purposes is \$20,000 and gymnasia in secondary schools for which there is now an approved limit of \$25,000

per single gymnasium and \$50,000 for a double.

Recently, school sites were also included with limits set at the lesser of actual cost price or the provincially-equalized assessed value. The provincial grant on sites is then 50 per cent of the above valuation.

Estimation of Grants

As legislative grants form a considerable part of every board's budget it is necessary to estimate them as early as possible in the year for budget purposes. The Province makes an effort to put a portion of the grant money into the hands of school boards early in each calendar year. But school boards will usually have to requisition funds from their municipal councils until their budgets are struck.

All school boards deduct six per cent of teachers' salaries for superannuation purposes. This money is eventually credited to the Ontario Teachers' Superannuation Fund, but boards do not pay it directly. Instead the Province deducts the sums from the following year's grants and pays them into the Fund. In effect, then, school boards have the use of this money, interest free, for a year.

Metropolitan Toronto Financing

Metropolitan Toronto comprises about 25 per cent of the population of Ontario. Accordingly, a knowledge of the financing of education in the thirteen municipalities of Metropolitan Toronto is important. Here, there is an attempt to equalize the cost of education throughout what is economically a single municipality. By Bill 80, the Province established the system

in 1954 to provide for and coordinate the rapid growth of the Toronto area. Each of the local school boards sends representatives to the Metropolitan School Board which is assisted by an Advisory Council of senior officials of the local boards.

This Board develops policy on school sites, attendance areas, special education facilities and school financing for all the Metropolitan Area. In fulfilling its function, the Metropolitan School Board received the legislative grants for the whole Area, with the exception of some rather minor grants which the local boards receive directly. In addition, the Board levies a uniform tax for education throughout the thirteen municipalities. In 1963 the rate was 8.38 mills for public school purposes, 4.88 mills for secondary, a total of 13.26 mills. This levy was expected to raise \$20,944,818.

From these revenues, the Board made the following 'Maintenance Assistance Payments' in 1962 and 1963 to each member board for current operations:

Public Elementary: \$205. per pupil per school year

Academic Secondary: \$335. per pupil per school year

Commercial Secondary: \$380. per pupil per school year

Technical Secondary: \$535. per pupil per school year

The Metropolitan School Board also provided substantial sums for debenture charges, auxiliary classes, non-resident fees and capital outlays from current funds. Of course, most boards will wish to provide more than what the 'Maintenance Assistance Payments' will support. Accordingly, each local municipality will levy its own educational tax.

In addition, the Metropolitan School Board consolidates capital requirements for the 'Area' and arranges to have the necessary debentures issued by the Municipality of Metropolitan Toronto. In 1954 the Board assumed the previous debenture debts of all the local boards as another effort to equalize costs and ensure the credit of the 'Area'. On building since 1954 'Metro' has issued the debentures for new buildings up to the ceiling developed by the Metropolitan School Board. 'Metro' assumes the entire cost of construction up to the limits prescribed by the Department, e.g. \$20,000 per elementary classroom and \$25,000 per secondary. On these amounts the 'Metro' Board receives the legislative grants. Above these maxima, the local boards are responsible to 'Metro' for the payment of the debt. Any expenditures greater than 'Metro' maxima have to be made from current funds by the local boards. Expenditures for school sites are shared in a somewhat similar manner.

As would be expected, wealthier areas contribute more than they receive from the Board. Rapidly-growing municipalities with large school populations in relation to industrial assessments ^{still} find they are having to raise their local educational taxes. As a result, efforts have been made recently to revise the basic support programme.

The grants are calculated separately for each public school board in the 'Area' and as noted earlier, with a few exceptions, paid directly to the Metropolitan School Board. The Metropolitan Toronto Separate School Board, on the other hand, administers all the separate schools in the area and receives the grants for them. The grants, though, are calculated in a manner similar to the public schools as if each municipality had its own board.

CHAPTER III

Analysis of Local School Costs

In this chapter, an effort will be made to analyse and compare costs and sources of revenue for the different types of school boards. Table III - 1 gives the receipts of all boards in 1962, but does not attempt to reconcile them exactly to operating costs as shown in Table III - 3. Provincial grants and other payments average almost 33 per cent of all receipts for elementary and secondary education in 1962, and local taxation accounts for almost 53 per cent. It is also noted that elementary schools receive over two-thirds of the provincial grants and 61 per cent of all local taxation.

The separate schools received 30 per cent of the elementary school grants while educating 26.4 per cent of the Province's pupils in 1962 (Appendix E). However separate schools collected for only 12 per cent of all the local levy for elementary education. With the new "foundation grant" plan of 1964 designed to compensate boards lacking industrial and commercial assessment, it is to be expected that many separate school boards will receive further increases in legislative aid in the future.

Tables III - 2 to 8 give details on financing of schools in which French is the language of instruction and allow comparison with schools where instruction is in English. In many districts, however, the one board conducts both types of classes and in such cases it is impossible to distinguish costs. The Roman Catholic Separate School Board in the City of Ottawa is such an example. Accordingly in the tables, for which the Statistics Branch of the Ontario Department of Education provided

the basic information, there are four categories (Table III - 2). This Table, like those following, gives information for the following groups of schools:

Group 1 Boards (public and Roman Catholic separate school) where French is the language of instruction for all pupils

Group 2 Boards (public and Roman Catholic separate school) where French is the language of instruction for some pupils

Group 3 Boards (public school only) where English is the language of instruction for all pupils

Group 4 Boards (Roman Catholic separate school) where English is the language of instruction for all pupils

It is noted that no city provides instruction to all pupils in French, but that 267 other municipalities do provide this type of education for 29,540 pupils of A.D.A. in 1962. In addition, 77 other boards, many of them in cities and towns, made provision for instruction in French to some pupils.

Table IV - 1 gives an enrolment of 87,538 French-speaking pupils in Ontario schools in September, 1963. Some 30,000 must be enrolled in the wholly French schools (to give an A.D.A. of 29,540 in 1962 as shown in Table III - 2). This leaves over 57,000, approximately 65 per cent of the French-speaking pupils, to be accommodated with over 112,000 English-speaking children in Group 2 schools. At least 293 schools were completely devoted to French-speaking pupils out of a total of 6,762. Although their attendance was but 2.8 per cent of the total for the Province, these schools were administered by 8.2 per cent of the Province's school boards. It is interesting also to note that over 75 per cent (22,321 of 29,540) are in rural schools.

Tables III - 3 to 8 give total operating costs, legislative grants and local tax levies. These three items have been calculated on a per pupil of average daily attendance basis as well, using data from Table III - 2. In addition, the legislative grants were calculated as percentages of operating costs.

Total operating costs, as calculated for this study by the Statistics Office of the Ontario Department of Education included the following items:

1. Instruction
2. Administration
3. Plant operation and maintenance
4. Transportation
5. Capital expenditures from current funds
6. Debt charges
7. Interest on temporary loans
8. Tuition fees
9. Evening classes
10. Other services

It will be noticed (Table III - 3 to 8) that total operating costs are not entirely covered by local tax levies assisted by the legislative grants. Miscellaneous receipts, bank balances or overdrafts, etc., make it difficult to reconcile exactly receipts and expenditures. However, for most boards, local taxes and legislative grants provide nearly all the funds. From Table III - 3, it is noted that for Group 1 boards, grants per pupil (\$211) plus the local levy (\$52) amount to two dollars more than operating costs (\$261); in Group 4, there is a deficit of seven dollars to be met from other sources.

Table III - 3 shows that the Province provides approximately 39 per cent of the operating costs for elementary schools on the average. But the schools for French-speaking children (Group 1) get 81 per cent of their costs, 18 per cent more than

the separate school boards and 47 per cent more than the public school boards providing instruction in English. Operating costs per pupil of A.D.A. average \$307 for the Province. In the Group 1 schools the cost is second highest at \$261. Very likely this is because so many of the pupils are in rural schools (Table III - 2) with a small number of pupils per teacher. The provincial average is 28.9 for French-speaking classes as shown in Table IV - 1. Operating costs in Group 2 boards providing for instruction in both French and English average \$239 with legislative grants amounting to 56 per cent of this cost.

Tables III - 4 to 8 analyse the material of Table III - 3 by the different types of municipality. In Table III - 4 the 31 city public school boards are shown spending ^{an} average ^{of} \$380 per pupil and receiving only a 21 per cent grant, as compared to boards in Group 2 spending \$234 and receiving 51 per cent of it. In towns and villages of Group 1 the 15 boards spend about \$230 per pupil, receiving 75 per cent and 87 per cent respectively in grants (Table III - 5 and 6).

In the urban townships over 90 per cent of the 145,799 children are in the Group 3 public schools and the grants cover 32 per cent of the costs. Operating costs per child of A.D.A. in the rural townships (Table III - 8) are approximately equal, with grants for Groups 1 and 2 schools of 82 per cent and 74 per cent compared with 56 per cent for Group 3. The public school supporters in Group 3 pay more than twice as much per pupil in taxes (\$126) as the first two groups. The rural schools appear to be a very good example of the equalizing power of the 1962 Ontario grant plan.

It is noted in all these tables that, for English-speaking pupils, the public school boards in each case spend more on education per pupil of A.D.A. on the average than separate school supporters (\$337 to \$232 - Table III - 3). This would also apply to the bilingual pupils in Group 2 schools. In some cases this may be due to lack of industrial assessment (Chapter I) to support a better programme. Religious teachers sometimes work for nominal salaries, and often classes are large. These factors reduce costs. Grants for the separate schools ~~are~~ Group 4 average 63 per cent as compared to 34 per cent for Group 3 schools (Table III - 3) and range from 57 per cent to 73 per cent of operating costs. These factors likely explain to some extent the relatively rapid growth in the separate school system as shown in Chart I which is based on Appendix E. Where it is possible to distinguish costs for French-speaking pupils (Group 1) it is noted that grants average 81 per cent on an average cost per pupil of \$261 with no group of school boards receiving less than a 75 per cent grant. The above observations are shown graphically in Chart II.

For the 1962 data there was no easy method of obtaining, on a provincially equalized assessment basis, the local tax rates for education. However "theoretical" mill rates became available from the 1964 grant forms. These came as "by-products" in the calculation of the Corporation Tax Adjustment Grants as described in Chapter II. To a considerable extent these rates indicate how heavily local boards were taxing their areas for education in 1962 before they received the Adjustment Grants.

Distribution of these mill rates were made for the same four groups of boards in Table III - 9. It was impossible to determine the information for all boards shown in the previous tables (based on 1962 data) because many had become part of larger areas by 1965 as indicated in Groups I and II. Random samples were taken for Groups III and IV.

Table III - 9 might indicate that a few boards giving instruction in French levied higher taxes than Groups III and IV boards. However the situation is not serious when it is noted that over 80 per cent of the boards in Groups I and II are included in the Table. It would appear that the grant plan in 1962 equalized the local levies quite well. The Corporation Tax Adjustment Grant of 1964 is expected to complete the equalization.

Chart III and its supporting data (Appendix F) well illustrate how the Province is meeting its obligations. Between 1946 and 1963 Ontario's population increased an estimated 58 per cent and the elementary school enrolment 129 per cent.⁽¹⁾ Provincial assistance to local authorities has increased almost 1000 per cent in the same period. Although swift economic growth has greatly increased the need for Provincial assistance for roads, welfare, justice, etc., education was not neglected. Elementary schools, particularly the separate, have greatly benefitted.

(1) Report of the Minister, 1963 - page S3.

CHAPTER IV

TEACHERS' QUALIFICATIONS, SALARIES, TENURE AND TEACHING LOAD IN THE ELEMENTARY SCHOOLS OF ONTARIO

As outlined in Chapter I, the Ontario Department of Education prescribes the curriculum and conducts all teacher-training for the publicly-supported elementary and secondary schools in the Province. School boards make the appointment of properly qualified teachers. Teachers hold interim certificates and temporary appointments only until they are made permanent, usually two years later. This is done upon the recommendation of school inspectors who are responsible to the Department of Education, even though they may be employed by local boards. Table IV - 1 indicates the magnitude of the Ontario school system.

Until recently there were two basic certificates for teaching in the English-speaking elementary schools of Ontario (Tables IV 2a and b). The Elementary School Teacher's or First Class Certificate was granted to graduates of a one-year teacher training course who held Grade 13 standing including English Literature and English Composition. (1)

(1) For a few years prior to 1953 the academic requirements for admission to the One-year Course leading to an Interim First Class Certificate was standing in five Grade 13 papers including English Literature or English Composition. In 1953 this requirement was raised to eight Grade 13 papers including English Literature or English Composition and since 1961 both English papers have been required.

From 1953 to 1961, students who held Secondary School Graduation Diplomas of the General Course with at least three options were admitted to a two-year course leading to an Interim Elementary School Teacher's Certificate. In 1961 the requirement was raised to four options and then in 1964 to an average of 60%. This course is to be discontinued in 1965. Because of the shortage of teachers between 1952 and 1962, the Department also provided an In-Service Course for students with the above qualifications. Teachers took two six-week summer sessions (one before starting to teach) and were required to teach successfully two years before attending a full Completing Year to secure their certificates.

The Second Class Certificate used to be granted after a one-year course to student teachers holding the Secondary School Graduation Diploma (Grade 12) of the General Course with at least four options. This latter was discontinued for English-speaking teachers in 1935 except for a few teachers coming from other provinces.

Second Class Certificates (French-Speaking) are granted at Sudbury Teachers' College (which opened in September, 1963) and the University of Ottawa Teachers' College to students successfully completing a one-year course. Applicants for this course must hold a Secondary School Graduation Diploma of the General Course with at least four options, one option of which must be littérature français and composition français. (1) Interim Elementary School Teachers' Certificates (French-speaking) valid only in bilingual schools, are also granted by the same institutions at the end of a one-year course. Applicants for this course must have standing in eight Grade 13 papers, four of which shall be English literature, English Composition, littérature français and composition français. (2)

As noted in the Tables IV - 2a and b, there are a number of other certificates which qualify teachers for work in the elementary schools, including secondary school certificates. Of the special certificates for kindergarten or primary work, only the Primary School Specialist Certificate is now granted. (3)

(1) Teaching in the Elementary Schools of Ontario Department of Education, 1964, p.19.

(2) For further details on alternate-qualifications see *ibid*, p.19.

(3) For qualifications to enter this course, see *Teaching in the Elementary Schools of Ontario*, Department of Education, 1964, p. 14 or *Calendar of the Primary School Specialist Course*.

A comparatively small group are teaching on temporary certificates. Letters of Permission are granted school boards to employ unqualified personnel where the services of properly-qualified teachers cannot be obtained. Letters of Standing may be granted to qualified teachers from other provinces and from certain countries until they qualify for Ontario certificates. These temporary certificates are more common in the Roman Catholic separate schools (634 or almost 6 per cent). The French-speaking teachers in these schools holding such certificates number 87 and account for almost 3 per cent of the staff. Very likely the difficulty of securing properly qualified French-speaking teachers explains these statistics.

It is noted (Table IV - 2b) that almost half of the full-time French-speaking teachers in the separate schools hold Second Class Certificates (French-speaking), compared to a little over two per cent of the full-time staff in the public schools. But as noted earlier, these certificates were no longer granted after 1935 to English-speaking teachers. However a French-speaking teacher holding such a permanent certificate can obtain a Second Class Certificate valid in English-speaking schools by writing the examinations in the three subjects not taken in the regular French-speaking Teachers' College course (English, Part I and Part II and Science).

In 1962 the Minister of Education announced a new plan for the certification of Ontario elementary school teachers (Circular 635). The plan was designed to encourage teachers to improve their academic and professional qualifications by

university study and through completion of Departmental summer or equivalent Departmental winter courses. The new certificates to be granted were called Elementary School Teachers' Certificates, Standard 1, Standard 2, Standard 3, or Standard 4 according to the teachers' qualifications. Arrangements were made to exchange former existing certificates to new certificates in an orderly fashion. (1) Full details, stated in the following year, on these certificates are quoted below from Circular 635, Memorandum re

Changes in Certification of Elementary-School Teachers:

The Interim Elementary-School Teacher's Certificate, Standard 1 is the basic certificate replacing the present Interim Elementary-School Teacher's Certificate (and its predecessor the First Class Certificate).

The Standard 2 certificate may be obtained by a teacher who, in addition to holding or being eligible to receive the Standard 1 (or First Class or Elementary-School Teacher's) certificate, has credit in five university subjects beyond the Grade 13 level, for each of which he may substitute successful completion of a five-week Departmental summer session or equivalent Departmental winter session.

The Standard 3 certificate may be obtained by a teacher who, in addition to holding or being eligible to receive the Standard 1 (or First Class or Elementary-School Teacher's) certificate, has credit in ten university subjects beyond the Grade 13 level, for each of which, to a maximum of five, he may substitute successful completion of a five-week Departmental summer session or an equivalent winter session.

In fairness to experienced teachers who have already pursued a study plan having more professional than academic content, credit in each five-week Departmental summer session or equivalent Departmental winter session obtained prior to September 1, 1963, may be substituted for a university subject, to a maximum of ten.

(1) As can be seen from the tables, not all teachers have exchanged their certificates yet.

The Standard 4 certificate may be obtained by a teacher who, in addition to holding or being eligible to receive the Standard 1 (or First Class or Elementary-School Teacher's) certificate, holds a Bachelor of Arts degree from an Ontario university or a degree the Minister deems equivalent thereto for this purpose.

In Tables IV - 3a and b, Classification of Teachers by Level of Certificate, Ontario teachers are grouped according to levels established by the Dominion Bureau of Statistics to compare teachers' qualifications throughout Canada based on academic achievement:

Level 0 Letters of Permission, either received, or applied for and not yet received.

Level 1 (Grade 12 or equivalent) (a) Letters of Standing (including those renewable).
(b) Kindergarten Primary Certificate.
(c) Interim or Permanent Second Class Certificate (English or French-speaking).
(d) Deferred Interim First Class or Elementary School Teacher's Certificate.

Level 2 (Grade 13 or equivalent) (a) Interim or Permanent Elementary-School Teacher's or First Class Certificates. (English or French-speaking).
(b) Interim or Permanent Elementary-School Teacher's Certificates, Standard 1, 2, 3, or 4. (English or French-speaking).
(c) Kindergarten Directress.
(d) Letter of Provisional Standing.

Level 3 (Grade 13 plus 1 year at Teachers' College) Interim or Permanent Primary School Specialist Certificate

Level 4 None in Ontario.

Level 5 (B.A. or equivalent) (a) Interim or Permanent Public School Teacher's Certificate Standard 4 (English or French) if acting as principal.
(b) Interim or Permanent Primary School Specialist Certificate if holding a recognized university degree.
(c) Secondary School Certificate as listed in Table IV - 2a and b if the teacher is teaching in Grades 9 or 10.

From these tables it is noted that 23.6 per cent of teachers in the Roman Catholic separate schools have Level 0 and 1 certificates as compared to 4.1 per cent in the public schools and that 55.1 per cent of the 2,928 teachers in the Roman Catholic bilingual schools have such certificates.

These statistics emphasize what was stated earlier regarding Second Class Certificates (French-speaking). It is to be deplored that there is less training for this type of teaching which must be more difficult, if done properly, than where only one language is required.

Tables IV 4a and b indicate the number of teachers coming from other areas beyond Ontario. The number coming from Quebec (117 and 205 for the public and separate schools respectively) registers the attempt to get a greater supply of bilingual teachers. Over half of those going to the separate schools (114) became full-time French-speaking teachers. It is interesting to note that 85 of these belonged to religious orders.

The next group of Tables (IV - 5 to 10) will give indications of strengths and weaknesses in school systems. Tables IV - 5a and b show that over 56 per cent of the teachers in the separate schools (53 per cent in the bilingual) are under 30. This compares with 50.9 per cent for the same age group in the public schools. The median age in the bilingual separate schools is 28.6 compared to 29.7 for teachers in the public school system--not a serious difference. But the median age of bilingual religious teachers is 42.9 and 39.0 in public and separate schools respectively. It would appear that members of these groups start their teaching careers later.

Table IV - 6a and b giving total teaching experience, of course, will yield similar information. Over 30 per cent of the separate school teachers have fewer than 3 years experience. Less than 27 per cent of the bilingual separate school staff is in this category which is approximately the same for the public school teachers as a group. The median experience for all the public and separate school teachers is 7.3 and 6.0 respectively. *The* ~~The~~ medians for the public and separate school bilingual teachers are 8.5 and 6.8 years respectively. But the older teachers in the religious orders (Medians 16.5 and 15.1 years respectively) would raise these figures. It would seem that each year approximately 10 per cent of the new bilingual teachers come from the religious orders. A greater percentage of the more experienced teachers in the bilingual schools are members of a religious order. To some extent this will be explained by the loss of female teachers by marriage. But, also are the separate schools not able to get as many religious teachers as formerly and having to recruit lay teachers? A larger percentage (4.2 percent) of public school teachers have over 35 years experience as compared to bilingual separate schools (3.3 per cent). However, none of these statistics point to particularly serious differences in the systems.

The tenure of teachers with their present boards (Tables IV - 7a and b) might indicate a certain stability in a school system. Here the public schools indicate superiority as gauged by the medians. But it is surprising to note the number of teachers changing positions in 1963; approximately 3,000 in the public schools alone!. (There were 2,486 beginners (Table IV - 6a) of

The 5,487 starting employment with new boards in 1963. Similar figures for those changing positions in the separate schools, English and bilingual respectively were 1,670 and 436 in 1963.

The medians for tenure indicate some greater stability for the public schools than separate (3.8 to 2.5 years). The averages for the bilingual groups are 2.4 and 2.8. All systems have many young teachers due to the very rapid expansion in education recently.

From Tables IV - 8 a and b, it is noted that a greater percentage of the teachers in the public schools are married than in the separate. In the case of men, the percentages were calculated and found to be approximately 68 per cent, 44 per cent and 54 per cent for English public, English separate and bilingual separate respectively. Almost 20 per cent of the separate school staff including 22.7 per cent of the bilingual teachers are members of religious orders.

Tables IV - 9 a and b show that over 10 per cent of ~~the public~~ school staff and 7 per cent of the separate school have university degrees. This compares with 6 per cent in the bilingual separate schools. It is interesting to note that 125 of this latter group are members of religious orders (almost 20 per cent of the total 664). These figures would indicate no significant differences between the systems.

In Tables IV - 10 a and b, it is noted that there are roughly three times as many public school teachers as separate, and one third of the separate school teachers are French-speaking only. Approximately 9 per cent of the public school staff are principals compared to 12 per cent and 13 per cent for the separate school systems, English and French. The

public school system has many more vice-principals. Are the public schools larger on the average to account for these figures? The public schools have many more special class teachers than the separate (7,218 to 1,267) and the percentage in the bilingual school is even smaller. The public schools have more itinerant teachers (for music, etc.) proportionately. Unfortunately statistics for the bilingual schools, in this respect, were not available. These figures do indicate, however, that the separate schools are able to give principal status to a number of teachers, especially in the French-speaking schools. This type of recognition would seem to be important in view of salary conditions next described in this section.

Tables IV - 11 a to e summarizes salaries in the public schools, Tables IV - 12 a to f do the same for the separate schools. Tables IV - 11 a and 12 a give total figures for the two systems. Since there were no bilingual teachers in the public village or urban township schools, these "break-down" tables have been omitted. The public school tables include one for teachers in Crown Lands, but there are no separate schools in such areas. The data for these tables were obtained from two sources, the Report of the Minister, 1963, and special tables prepared by the Statistics Office of the Department of Education expressly for this survey. Accordingly salaries lower than \$2,250 are grouped together as obtained from the Minister's Report but are carried down to below \$1,051 in the special releases. Also salaries over \$9,450 were grouped for convenience in compiling the tables.

Examination of summary Tables IV 11 a and 12 a discloses

that public school salaries are considerably higher than separate school. Median salaries for public, all teachers and bilingual only, are \$4,474 and \$3,996, respectively, as compared to separate school medians of \$3,707 and \$3,509. Comparable figures for average salaries in the four systems are \$5,012, \$4,206, \$3,894 and \$3,719 respectively. The lower figures for the separate schools are explained to some extent by the larger number of teachers belonging to religious orders with median and average salaries of \$3,209 and \$3,264. Although approximately 9 per cent of all separate school teachers have salaries less than \$2,251, only 8 per cent of the French-speaking teachers have salaries less than this sum. The tables would further indicate that the bilingual teachers might be "better-off" financially than the remaining separate school staff because over a third of them as compared to one fifth of the total separate school staff teach in rural townships. (1,109 out of a total of 2,928 French-speaking teachers (Tables IV - 12 f and 12 a). Living costs are presumably considerably less, too, judging by the extra amounts paid teachers in cities compared to that paid in the rural townships.

Tables IV - 13 a to d attempt to relate salaries and qualifications. In the public schools, salaries of bilingual lay teachers "level off" at \$6,000 (except for two, who are very likely principals), but do increase to some extent with higher qualifications. Maxima for religious teachers, whether employed in the public or separate school system, is \$5,000 and salaries do not correlate to any extent with qualifications. In the Roman Catholic separate schools, with few exceptions,

salaries of the bilingual lay teachers have a higher correlation with certifications.

The correlation between bilingual teachers' salaries and experience ~~are~~ shown in Table IV - 14 a to d. This relationship is not very close in the public schools. A number of teachers with considerable experience receive less than \$4,000. Length of experience does not seem to influence amount of salary for the teachers belonging to religious orders. A higher correlation becomes evident in the case of the separate school teachers as a greater number of teachers (2,264) are included.

Table IV - 1 shows the average number of pupils per teacher for the elementary schools of Ontario in 1963. It is noted that the separate schools have a bigger load (31.0) than the public (29.5) indicating that some of the separate school classes may be quite large. The public schools give French-speaking classes considerably smaller classes on the average (25.1) and even the bilingual classes in the separate schools are smaller than their English counterparts.

Generally speaking, people receive value to the extent that they pay for it. Separate schools have been handicapped by the lack of industrial and commercial assessment. But the problem has been complicated by the large number of teachers belonging to religious orders who received comparatively much smaller salaries. The great expansion in school population has brought about many changes including a greater number of lay teachers. It is expected that extra funds provided by the 1964 "Foundation Grants" of the Ontario

Department of Education will equalize educational opportunities and bring about more comparable salaries in the separate schools.

TABLE III - 1 CURRENT ACCOUNT RECEIPTS OF LOCAL EDUCATION AUTHORITIES FOR ELEMENTARY AND SECONDARY EDUCATION, 1962.

<u>Receipts</u>	<u>%</u>
Provincial Grants and Other Payments \$204,415,804.	32.7
Elementary \$138,824,257. 68%	
Public School \$97,582,341. - 70%	
Separate School 41,241,916. - 30%	
Secondary 65,591,547. 32%	
Local Taxes 329,038,666. 52.8	
Elementary 205,846,171. 61%	
Public School 181,368,336. - 88%	
Separate School 24,477,835. - 12%	
Secondary 123,192,495. 39%	
Tuition 16,372,611. 2.6	
Other Sources 74,324,280. 11.0	
<hr/> \$624,151,361.	<hr/> 100.

The above represents the chief sources of current revenue for the school boards. It does not include \$81,626,813 of provincial assistance for building vocational schools, "Other sources" include balances on hand, at the beginning of year, sale of sites, interest, temporary loans, etc. The information has been adapted from Table 87 of the Report of the Minister, 1963, and includes the \$28,712,648 in grants to the Metropolitan Toronto School Boards (Public, \$18,232,199; and Secondary, \$10,480,449.)

TABLE III - 2
MARY OF NUMBER OF ELEMENTARY SCHOOL BOARDS, BY LANGUAGE OF INSTRUCTION AND TYPES OF ADMINISTRATION, IN ONTARIO, 1962.

Group 1										Group 2										Group 3										Group 4									
Boards (Public & Separate) Where French is Language of Instruction for All Pupils					Boards (Public & Separate) Where French is Language of Instruction for Some Pupils					Boards (Public Only) Where English is Language of Instruction for All Pupils					Boards (R.C. Separate Only) Where English is Language of Instruction for All Pupils					Boards (R.C. Separate Only) Where English is Language of Instruction for All Pupils					Totals														
No. of Bds.	No. of Sch.	No. of Bds.	No. of Sch.	A.D.A.	No. of Bds.	No. of Sch.	A.D.A.	No. of Bds.	No. of Sch.	A.D.A.	No. of Bds.	No. of Sch.	A.D.A.	No. of Bds.	No. of Sch.	A.D.A.	No. of Bds.	No. of Sch.	A.D.A.	No. of Bds.	No. of Sch.	A.D.A.	No. of Bds.	No. of Sch.	A.D.A.	No. of Bds.	No. of Sch.	A.D.A.											
Cities					13	344	125,357	31	636	276,557	17	129	35,313	61	1,109	4,37,227																							
Towns	9	17	5,143	25	110	24,080	152	380	119,681	88	129	27,189	274	636	176,093																								
Villages	6	6	1,411	2	5	544	139	161	29,551	42	43	6,213	189	215	37,719																								
Urban Townships	3	3	665	5	77	6,406	13*	350	142,164	10	20	4,998	31	450	154,233																								
Rural Townships	249	267	22,321	32	90	12,745	2,218	3,758	203,147	212	237	17,324	2,711	4,352	255,537																								
Total	267	293	29,540	77	626	169,132	2,553	5,285	771,100	369	558	91,037	3,266	6,762	1,060,809																								
Totals as per cents	8.2%	4.3%	2.8%	2.6%	9.2%	16.1%	78.2%	78.2%	72.5%	11.2%	8.3%	84.6%	100%	100%	100%																								

* The thirteen townships grouped as urban by the Statistics Office of the Department of Education were:

Etobicoke, Peel, Tarentorius, Teek, Saltfleet, Sandwich East and West, Scarborough,
Stamford, Toronto York, York East, York North.
Some of these townships have been absorbed into other municipalities since 1962.

Tables III (2 to 8) were developed from material provided expressly for this report by the Statistics Office of the Department. In the classifications, as given, data for schools on tax-exempt lands and for non-operating boards were not included. Accordingly totals do not agree exactly with Table III - 1.

TABLE III - 3

TOTAL AND PER PUPIL OF A.D.A. OPERATING COSTS, LEGISLATIVE GRANTS AND LOCAL TAX LEVIES BY LANGUAGE OF INSTRUCTION FOR ALL ELEMENTARY SCHOOLS, IN ONTARIO, 1962.

	Group 1 Boards (Public & Separate) Where French is Instruction for All Pupils	Group 2 Boards (Public & Separate) Where French is Language of Instruction for All Pupils	Group 3 Boards (Public Only) Where English is Language of Instruction for Some Pupils	Group 4 Boards (R.C. Separate Only) Where English is Language of Instruction for All Pupils	% Totals and Averages for All Elementary Boards
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Totals:

Operating Costs	\$7,697,578.	2.4	\$40,355,592.	12.4	\$256,665,622.	78.8	\$21,082,632.	6.4	\$325,801,474.	100
Legislative Grants	6,238,778	4.8	22,532,690.	17.4	87,520,250.	67.6	13,271,075.	10.2	129,562,793.	100
Local Tax Levies	1,533,181.	.8	17,087,060.	8.3	179,527,679	87.4	7,148,036.	3.5	205,295,956.	100

Per Pupil of A.D.A.:

Operating Costs	261.	239.	333.	232.	307.
Legislative Grants	211.	133.	114.	146.	122.
Local Levy	52.	101.	232.	79.	193.
Legislative Grants (% of operating cost)	81%	56%	34%	63%	39%
A.D.A. (% of total - Table III - 2)	2.8%	16.1%	72.5%	8.6%	100%

TABLE III - 4

TOTAL AND PER PUPIL OF A.D.A. OPERATING COSTS, LEGISLATIVE GRANTS AND LOCAL TAX LEVIES BY LANGUAGE OF INSTRUCTION FOR CITIES, IN ONTARIO, 1962.

Group 1	Group 2	Group 3	Group 4
Boards (Public & Separate) Where French is Language of Instruction for All Pupils	Boards (Public & Separate) Where French is Language of Instruction for Some Pupils	Boards (Public Only) Where English is Language of Instruction for All Pupils	Boards (R.C. Separate Only) Where English is Language of Instruction for All Pupils
Totals:			
Operating Costs	\$ 29,383,327.	\$ 105,004,563.	\$ 7,557,588.
Legislative Grants	15,069,732.	21,534,346.	4,282,104.
Local Tax Levies	14,030,220.	83,471,519	3,158,103.
Per Pupil of A.D.A.			
Operating Cost	234.	380.	214.
Legislative Grant	120.	78.	121.
Local Levy	112.	302.	89.
Legislation Grant %			
	51%	21%	57%
			29%
			230.
			94.
			325.

Totals and Averages for

All Cities

Instruction for All Pupils

Totals and Averages for

All Cities

Instruction for All Pupils

TABLE III - 5

TOTAL AND PER PUPIL OF A.D.A. OPERATING COSTS, LEGISLATIVE GRANTS AND LOCAL TAX LEVIES BY LANGUAGE OF INSTRUCTION FOR TOWNS, IN ONTARIO, 1962.

Group 1 Group 2 Group 3 Group 4

Boards (Public & Separate) Where French is Language of Instruction for All Pupils

Boards (Public & Separate) Where French is Language of Instruction for Some Pupils

Boards (R.C. Only) Where English is Language of Instruction for All Pupils

Totals and Averages for All Town Boards

Totals:

Operating Costs	\$ 1,190,446.	\$ 5,794,931.	\$ 35,674,495.	\$ 6,213,203.	\$ 49,873,075.
Legislative Grants	887,812.	3,740,161.	13,306,412.	4,026,321.	21,960,706.
Total Tax Levies	278,047.	1,754,987.	21,906,839.	1,981,337.	25,921,260.
Per Pupil of A.D.A.:					
Operating Cost	231.	241.	298.	229.	283.
Legislative Grant	173.	155.	111.	148.	125.
Local Levy	54.	73.	183.	73.	147.
Legislative Grant %	75%	64%	37%	65%	44%

TABLE III - 6

TOTAL AND PER PUPIL OF A.D.A. OPERATING COSTS, LEGISLATIVE GRANTS AND LOCAL TAX LEVIES
BY LANGUAGE OF INSTRUCTION FOR VILLAGES, IN ONTARIO, 1962.

	Group 1	Group 2	Group 3	Group 4	
	Boards (Public & Separate) Where French is Language of Instruction for All Pupils	Boards (Public & Separate) Where French is Language of Instruction for Some Pupils	Boards (Public Only) Where English is Language of Instruction for All Pupils	Boards (R.C. Separate Only) Where English is Language of Instruction for All Pupils	Totals and Averages for All Village Boards
Totals:	\$ 324,975.	\$ 113,821.	\$ 8,015,870.	\$ 1,392,384.	\$ 9,847,550.
Operating Costs	281,860.	77,641.	3,446,889.	1,013,800.	4,820,190.
Legislative Grants	61,096.	26,117.	4,414,694.	371,359.	4,873,266.
Local Tax Levies					
Per Pupil of A.D.A.:					
Operating Costs	230.	209.	271.	224.	261.
Legislative Grant	200.	143.	117.	163.	128.
Local Levy	43.	48.	149.	60.	129.
Legislative Grant %	87%	68%	43%	73%	49%

TABLE III - 7

TOTAL AND PER PUPIL OF A.D.A. OPERATING COSTS, LEGISLATIVE GRANTS AND LOCAL TAX LEVIES BY LANGUAGE OF INSTRUCTION FOR URBAN TOWNSHIPS, IN ONTARIO, 1962.

	Group 1	Group 2	Group 3	Group 4	
Boards (Public & Separate) Where French is Language of Instruction for All Pupils	Boards (Public & Separate) Where French is Language of Instruction for Some Pupils	Boards (Public Only) Where English is Language of Instruction for All Pupils	Boards (R.C. Separate Only) Where English is Language of Instruction for All Pupils	Boards (R.C. Separate Only) Where English is Language of Instruction for All Pupils	Totals and Averages for All Urban Townships
Totals:					
Operating Cost	\$142,190.	\$1,493,887.	\$50,240,895.	\$1,268,061.	\$53,145,033.
Legislative Grants	113,285.	990,010.	16,953,569.	764,416.	18,821,280.
Local Tax Levies	32,800.	510,321.	44,158,922.	375,601.	45,077,644.
Per Pupil of A.D.A.					
Operating Costs	214.	233.	353.	254.	345.
Legislative Grant	170.	155.	119.	153	122.
Local Levy	49.	80.	311.	75.	290.
Legislative Grant %	79%	67%	32%	60%	35%

TABLE III - 8

TOTAL AND PER PUPIL OF A.D.A. OPERATING COSTS LEGISLATIVE GRANTS AND LOCAL TAX LEVIES BY LANGUAGE OF INSTRUCTION FOR RURAL TOWNSHIPS, IN ONTARIO, 1962.

	Group 1	Group 2	Group 3	Group 4
Boards (Public & Separate) Where French is Language of Instruction for All Pupils	Boards (Public & Separate) Where French is Language of Instruction for Some Pupils	Boards (Public Only) Where English is Language of Instruction for All Pupils	Boards (R.C. Separate Only) Where English is Language of Instruction for All Pupils	Totals and Averages for All Rural Townships
4,955,821.	2,655,096.	32,279,034.	3,134,434.	43,074,385.
1,161,238.	765,415	25,575,655.	1,261,636.	28,763,944.
Totals:				
Operating Costs	\$ 6,039,967.	\$ 3,569,626.	\$ 57,729,794.	\$ 4,650,946.
Legislative Grants	4,955,821.	2,655,096.	32,279,034.	3,134,434.
Local Tax Levies	1,161,238.	765,415	25,575,655.	1,261,636.
Per Pupil of A.D.A.:				
Operating Costs	271.	280.	284.	282.
Legislative Grants	222.	208.	159.	169.
Local Levy	52.	60.	126.	113.
Legislative Grants %	82%	74%	56%	60%

Group 1		Group 2		Group 3		Group 4	
Boards (Public & Separate) Where French is Language of Instruction for All Pupils	Mills	Boards (Public & Separate) Where French is Language of Instruction for Some Pupils		Boards (Public Only) Where English is Language of Instruction for All Pupils		Boards (R.C. Separate Only) Where English is Language of Instruction for All Pupils	Total:
0 - 4.9	24	1	38	1	1	64	
5 - 9.9	83	3	165	25	25	276	
10 - 14.9	62	8	93	16	16	170	
15 - 19.9	17	27	38	15	15	97	
20 - 24.9	7	11	16	8	8	42	
25 - 29.9	5	8	10	4	4	27	
30 - 34.9	2	4	4	1	1	11	
35 - 39.9	5	1	1	2	2	2	
40 - 44.9	4	1	1	1	1	6	
45 - 49.9	3	2	1	1	1	6	
50 - 54.9	1	1	1	2	2	2	
55 - 59.9	1	1	1	1	1	1	
60 - 64.9						1	
65 - 69.9						1	
70 - 74.9		2				2	
75 - 79.9						4	
80 and over	67	2	1	1	1	1	
Totals		216	369	75	75	266	77

TABLE IV - 1

SUMMARY OF ELEMENTARY SCHOOLS IN ONTARIO, 1963 -
 PUBLIC AND ROMAN CATHOLIC SEPARATE SCHOOLS -
 SHOWING TOTAL NUMBER OF BOARDS, SCHOOL TEACHERS,
 AND PUPILS

	Public	Separate	Total
School Boards (operating schools)	2,479	753	3,232
Total Schools (in operation)	5,133	1,425	6,558
Total Number of Teachers (full time) including principals	30,495	10,656	40,875
Total Enrolment, September, 1963.	901,830	231,334	1,233,164
No. of Pupils per Teacher	29.5	31.0	30.1
No. of Bilingual Teachers ^x	123	2,908	3,031
Enrolment of French speaking pupils Sept., 1963. ^x	3,088	84,450	87,538
No. of Pupils per Teacher	25.1	29.0	28.9

^x Totals included in above figures. Data obtained from
Report of the Minister, 1963.

TABLE IV-2-a CLASSIFICATION OF TEACHERS ACCORDING TO BASIC ONTARIO CERTIFICATE HELD (*) - ALL FULL TIME TEACHERS INCLUDING THE FRENCH-SPEAKING TEACHERS IN THE PUBLIC SCHOOLS IN ONTARIO - AS OF SEPTEMBER, 1963.

CLASSIFICATION
OF TEACHERS

	ALL TEACHERS			FRENCH-SPEAKING TEACHERS ONLY		
	Male	Female	Total	Male	Female	Total
1. Interim or Permanent Elementary-School Teacher's	1,554	3,506	5,060	-	-	-
2. Interim or Permanent First Class	1,556	5,144	6,700	-	-	-
3. Interim or Permanent Elementary-School Teacher's, Standard 1	2,750	8,698	11,448	-	-	-
4. Interim or Permanent Elementary-School Teacher's, Standard 2	632	1,791	2,423	-	-	-
5. Interim or Permanent Elementary-School Teacher's, Standard 3	387	417	804	-	-	-
6. Interim or Permanent Elementary-School Teacher's, Standard 4	1,572	925	2,497	-	-	-
7. Interim or Permanent Second Class	26	718	744	-	-	-
8. Deferred Interim Elementary-School Teacher's - French-Speaking	-	7	7	-	4	4
9. Deferred Interim Elementary-School Teacher's - French-Speaking	-	9	13	-	2	2
10. Interim or Permanent First Class - French-Speaking	-	30	38	-	3	3
11. Interim or Permanent Elementary-School Teacher's, Standard 1 - French-Speaking	48	-	-	-	26	26
12. Interim or Permanent Elementary-School Teacher's, Standard 2 - French-Speaking	-	30	32	-	2	2
13. Interim or Permanent Elementary-School Teacher's, Standard 3 - French-Speaking	-	2	2	-	1	1
14. Interim or Permanent Elementary-School Teacher's, Standard 4 - French-Speaking	-	1	1	-	1	1
15. Interim or Permanent Second Class - French-Speaking	7	4	11	-	7	7
16. Deferred Interim First Class	10	57	67	-	46	46
17. Deferred Interim Elementary-School Teacher's	-	1	1	-	-	-
18. Interim or Permanent Primary School Specialist's	-	-	-	-	-	-
19. Kindergarten Director's	1	259	260	-	-	-
20. Kindergarten Primary	-	355	385	-	-	-
21. Interim High School Assistant's, Type B	-	567	567	-	-	-
22. Permanent High School Assistant's	172	103	275	-	-	-
23. Temporary Secondary School	77	39	116	-	-	-
24. Letter of Standing (Renewable)	22	163	185	-	-	-
25. Letter of Provisional Standing	2	39	41	-	-	-
26. Teaching Under Authority of a Letter of Permission	27	30	57	-	-	-
27. Letter of Permission applied for, but not yet received	29	48	77	-	-	-
28. Totals	26	51	77	-	-	-
29. Only one certificate per teacher in each of the above groups has been recorded	27	85	123	21	85	123

TABLE IV-2-b CLASSIFICATION OF TEACHERS ACCORDING TO BASIC ONTARIO CERTIFICATE HELD (*) - ALL FULL-TIME TEACHERS INCLUDING THE FRENCH-SPEAKING TEACHERS IN THE ROMAN CATHOLIC SEPARATE SCHOOLS IN ONTARIO - AS OF SEPTEMBER, 1963.

CLASSIFICATION OF TEACHERS	ALL TEACHERS						Total
	Male	Female	Total	Male	Female	Religious	
1. Interim or Permanent Elementary-School Teacher's	191	787	978	-	3	-	3
2. Interim or Permanent First Class	105	1,124	1,229	-	6	-	6
3. Interim or Permanent Elementary-School Teacher's, Standard 1	711	2,893	3,604	-	9	-	9
4. Interim or Permanent Elementary-School Teacher's, Standard 2	73	324	397	-	2	-	2
5. Interim or Permanent Elementary-School Teacher's, Standard 3	28	102	130	-	2	-	2
6. Interim or Permanent Elementary-School Teacher's, Standard 4	42	208	250	-	1	-	1
7. Interim or Permanent Second Class	26	403	429	-	7	-	7
8. Deferred Interim Elementary-School Teacher's	1	1	2	-	1	-	1
9. Deferred Interim First Class	9	24	33	-	6	-	6
10. Interim or Permanent Primary School Specialist's	-	7	7	-	1	-	1
11. Kindergarten Director's	-	4	4	-	1	-	1
12. Kindergarten Primary	-	71	71	-	17	-	17
13. Temporary Secondary School	-	-	-	-	-	-	-
14. Interim High School Assistant's, Type B	87	86	173	-	8	-	8
15. Permanent High School Assistant's	81	117	198	-	2	-	2
16. Temporary Secondary School	45	15	60	-	2	-	2
17. Letter of Standing	21	128	149	-	3	-	3
18. Letter of Standing (Renewable)	4	36	40	-	1	-	1
19. Letter of Provisional Standing	19	20	39	-	3	-	3
20. Teaching Under Authority of a Letter of Permission	40	97	137	-	2	-	2
21. Letter of Permission applied for, but not yet received	80	189	269	-	17	-	17
TOTALS	^{4, 5, 6, 7} 5,757	^{5, 6, 7} 6,799	^{5, 6, 7} 10,556	^{4, 5, 6, 7} 421	^{4, 5, 6, 7} 1,343	^{4, 5, 6, 7} 664	^{4, 5, 6, 7} 2,921

*

Only one certificate per teacher in each of the above groups has been recorded

TABLE IV-3-a CLASSIFICATION OF TEACHERS ACCORDING TO LEVEL OF CERTIFICATE - ALL FULL-TIME TEACHERS INCLUDING THE FRENCH-SPEAKING TEACHERS IN THE PUBLIC SCHOOLS IN ONTARIO - AS OF SEPTEMBER, 1963.

CLASSIFICATION OF TEACHERS		ALL TEACHERS			FRENCH-SPEAKING TEACHERS ONLY			Percent of Total
Level of Certificate (Ontario)	Male	Female	Total	Male	Female	Total		
Ontario:								
Level 5	1,044	185	1,229	4.0	2	-	6	8
Level 3	-	139	139	0.5	-	-	-	-
Level 2	7,456	20,383	27,839	91.3	10	37	5	52
Level 1	59	1,048	1,107	3.6	9	47	5	42.3
Level 0	49	82	131	0.5	-	1	1	49.6
No Basic Certificate	8	16	24	0.1	-	-	-	1.6
Total	8,616	21,853	30,469	100.0	21	85	17	123
								100.0

Level of Certificate refers to number of years of required training beyond Grade 12 of which at least one year or equivalent is professional training.

TABLE IV-3-b CLASSIFICATION OF TEACHERS ACCORDING TO LEVEL OF CERTIFICATE - ALL FULL-TIME TEACHERS INCLUDING THE FRENCH-SPEAKING TEACHERS IN THE ROMAN CATHOLIC SEPARATE SCHOOLS IN ONTARIO - AS OF SEPTEMBER, 1963.

CLASSIFICATION OF TEACHERS	ALL TEACHERS			FRENCH-SPEAKING TEACHERS ONLY					
	Level of Certificate (Ontario)	Male	Female	Total	Percent of Total	Male	Female	Total	Percent of Total
Ontario:									
Level 5	233	284	517	4.9	25	4	87	116	4.0
Level 3	-	4	4	-	-	-	1	1	-
Level 2	1,338	6,277	7,615	71.5	167	650	380	1,197	40.9
Level 1	261	1,904	2,165	20.3	210	1,145	127	1,542	52.7
Level 0	113	239	352	3.3	19	44	8	71	2.4
No Basic Certificate	2	1	3	-	-	-	1	1	-
Total	1,947	8,709	10,656	100.0	421	1,843	664	2,928	100.0

Level of Certificate refers to number of years of required training beyond Grade 12 of which at least one year or equivalent is professional training.

TABLE IV-4-a CLASSIFICATION OF TEACHERS ACCORDING TO CERTIFICATES FROM OUTSIDE ONTARIO (*)
 ALL FULL-TIME TEACHERS INCLUDING THE FRENCH-SPEAKING TEACHERS IN THE PUBLIC SCHOOLS
 IN ONTARIO - AS OF SEPTEMBER, 1963.

CLASSIFICATION OF TEACHERS	ALL TEACHERS			FRENCH-SPEAKING TEACHERS ONLY		
	Male	Female	Total	Male	Female	Relig.
Newfoundland	8	17	25	-	-	-
Prince Edward Island	3	15	18	-	-	-
Nova Scotia	6	112	118	-	-	-
New Brunswick	6	51	57	-	-	-
Quebec	17	100	117	-	1	4
Manitoba	36	162	198	-	-	-
Saskatchewan	34	189	223	-	-	1
Alberta	6	63	69	-	-	-
British Columbia	9	71	80	-	-	-
United States	6	44	50	-	-	-
United Kingdom	110	327	437	-	-	-
Other	28	41	69	-	-	-
Total	269	1,192	1,461	-	1	5
					6	

*. These certificates are additional to Ontario certificates held.

TABLE IV-4-b CLASSIFICATION OF TEACHERS ACCORDING TO CERTIFICATES FROM OUTSIDE ONTARIO (*) -
ALL FULL-TIME TEACHERS INCLUDING THE FRENCH-SPEAKING TEACHERS IN THE ROMAN CATHOLIC
SEPARATE SCHOOLS IN ONTARIO - AS OF SEPTEMBER, 1963.

CLASSIFICATION
OF TEACHERS
ALL TEACHERS
FRENCH-SPEAKING
TEACHERS ONLY

	ALL TEACHERS			FRENCH-SPEAKING TEACHERS ONLY		
	Male	Female	Total	Male	Female	Relig.
Newfoundland	2	24	26	-	1	2
Prince Edward Island	1	57	58	-	-	-
Nova Scotia	12	95	107	-	-	-
New Brunswick	16	64	80	5	3	4
Quebec	30	175	205	3	26	85
Manitoba	4	49	53	1	-	-
Saskatchewan	8	91	99	-	1	1
Alberta	4	58	62	-	-	6
British Columbia	-	9	9	-	-	-
United States	2	40	42	-	-	2
United Kingdom	26	147	173	-	-	-
Other	27	35	62	-	-	2
Total	132	844	976	9	31	102
						142

* These certificates are additional to Ontario certificates held.

TABLE IV-5-CLASSIFICATION OF TEACHERS ACCORDING TO AGE - ALL FULL-TIME TEACHERS INCLUDING THE FRENCH-SPEAKING TEACHERS IN PUBLIC SCHOOLS IN ONTARIO - AS OF SEPTEMBER, 1963.

CLASSIFICATION OF TEACHERS	ALL TEACHERS			ALL TEACHERS			FRENCH-SPEAKING TEACHERS ONLY	
	Male	Female	Total	Percent of Total	Male	Female	Total	Percent of Total
70 Years & Over	4	14	18	0.1	-	-	-	-
60 - 69 Years	183	1,097	1,280	4.2	-	1	1	2 1.6
50 - 59 Years	914	4,151	5,065	16.6	-	10	3	13 10.6
40 - 49 Years	846	2,855	3,701	12.1	3	14	7	24 19.5
30 - 39 Years	2,129	2,770	4,899	16.1	6	17	4	27 22.0
20 - 29 Years	4,495	10,521	15,016	49.3	9	39	2	50 40.7
Under 20 Years	45	445	490	1.6	3	4	-	7 5.6
Total	8,616	21,853	30,469	100.0	21	85	17	123 100.0
Median Age	29.5	29.9	29.7	-	27.8	29.7	42.9	31.5 -

IV-5-b CLASSIFICATION OF TEACHERS ACCORDING TO AGE - ALL FULL-TIME TEACHERS INCLUDING THE FRENCH-SPEAKING TEACHERS IN THE ROMAN CATHOLIC SEPARATE SCHOOLS IN ONTARIO - AS OF SEPTEMBER, 1963.

CLASSIFICATION
OF TEACHERS

ALL TEACHERS

FRENCH-SPEAKING
TEACHERS ONLY

TABLE IV-6-a CLASSIFICATION OF TEACHERS ACCORDING TO TOTAL TEACHING EXPERIENCE - ALL FULL-TIME TEACHERS INCLUDING THE FRENCH-SPEAKING TEACHERS IN THE PUBLIC SCHOOLS IN ONTARIO - AS OF SEPTEMBER, 1963.

CLASSIFICATION OF TEACHERS		ALL TEACHERS			FRENCH-SPEAKING TEACHERS ONLY			Total
		Male	Female	Total	Male	Female	Relig.	
#	None	691	1,795	2,486	5	10	-	15
1 Year		791	2,132	2,923	5	3	-	8
2 Years		891	2,033	2,924	2	8	-	10
3 Years		708	1,641	2,349	1	5	-	6
4 Years		637	1,327	1,964	-	6	-	6
5 - 9 Years		1,731	3,961	5,692	1	21	3	25
10 - 14 Years		1,073	2,579	3,652	4	8	3	15
15 - 19 Years		627	1,976	2,603	-	13	3	16
20 - 24 Years		326	1,554	1,880	1	4	2	7
25 - 29 Years		407	1,183	1,585	2	3	3	8
30 - 34 Years		349	769	1,118	-	2	2	4
35 Years and Over		390	903	1,293	-	2	1	3
Total		8,616	21,853	30,469	21	85	17	123
Median Experience		6.7	7.5	7.3	2.0	7.4	16.5	8.5

Less than five months as of the end of 1962 - 1963.

TABLE IV-6-b CLASSIFICATION OF TEACHERS ACCORDING TO TOTAL TEACHING EXPERIENCE - ALL FULL-TIME TEACHERS INCLUDING THE FRENCH-SPEAKING TEACHERS IN THE ROMAN CATHOLIC SEPARATE SCHOOLS IN ONTARIO - AS OF SEPTEMBER, 1963.

CLASSIFICATION
OF TEACHERS

FRENCH-SPEAKING
TEACHERS ONLY

ALL TEACHERS

CLASSIFICATION OF TEACHERS	Male	Female	Total	Male	Female	Relig.	Total
# None	285	730	1,015	55	171	25	251
1 Year	312	801	1,113	66	215	29	310
2 Years	297	828	1,125	46	187	27	260
3 Years	180	690	870	38	176	24	238
4 Years	177	609	786	37	136	20	193
5 - 9 Years	382	1,732	2,114	87	376	110	573
10 - 14 Years	133	1,064	1,197	32	242	95	369
15 - 19 Years	54	685	739	16	142	74	232
20 - 24 Years	39	463	502	15	93	58	166
25 - 29 Years	45	349	394	20	53	72	145
30 - 34 Years	30	327	357	8	30	57	95
35 Years and Over	13	431	444	1	22	73	96
Total	1,947	8,709	10,656	421	1,843	664	2,928
Median Experience	3.4	7.0	6.0	4.2	5.5	15.1	6.8

#Less than five months as of the end of 1962-1963.

TABLE IV-7-a CLASSIFICATION OF TEACHERS ACCORDING TO EXPERIENCE WITH PRESENT BOARD (TENURE) -
ALL FULL-TIME TEACHERS INCLUDING THE FRENCH-SPEAKING TEACHERS IN THE PUBLIC
SCHOOLS IN ONTARIO - AS OF SEPTEMBER, 1963.

CLASSIFICATION OF TEACHERS	ALL TEACHERS			Male	Female	Total	Male	Female	Relig.	Total
	FRENCH-SPEAKING TEACHERS ONLY									
" None	1,467	4,020	5,487	10	15	4	29			
1 Year	1,109	3,166	4,275	3	21	4	28			
2 Years	922	2,357	3,279	1	12	-	13			
3 Years	859	2,063	2,922	1	9	2	12			
4 Years	672	1,586	2,258	1	5	-	6			
5 - 9 Years	1,825	4,391	6,216	2	12	6	20			
10 - 14 Years	755	1,764	2,519	1	4	1	6			
15 - 19 Years	345	935	1,280	-	3	-	3			
20 - 24 Years	192	618	810	2	3	-	5			
25 - 29 Years	147	304	451	-	-	-	-			
30 - 34 Years	198	336	534	-	-	-	-			
35 Years and Over	125	313	438	-	1	-	1			
Total	8,616	21,853	30,469	21	85	17	123			
Median Experience with Present Board	3.9	3.7	3.8	1.3	2.6	1.0	2.4			

Less than five months as of the end of 1962 - 1963.

TABLE IV-7-b CLASSIFICATION OF TEACHERS ACCORDING TO EXPERIENCE WITH PRESENT BOARD (TENURE) -
ALL FULL-TIME TEACHERS INCLUDING THE FRENCH-SPEAKING TEACHERS IN THE ROMAN CATHOLIC
SEPARATE SCHOOLS IN ONTARIO - AS OF SEPTEMBER, 1963.

CLASSIFICATION OF TEACHERS		ALL TEACHERS			FRENCH-SPEAKING TEACHERS ONLY		
		Male	Female	Total	Male	Female	Relig.
#None		587	2,098	2,685	118	397	172
1 Year		432	1,462	1,894	86	298	111
2 Years		313	1,112	1,425	44	218	78
3 Years		166	852	1,018	37	180	79
4 Years		121	616	737	31	124	39
5 - 9 Years		219	1,421	1,640	68	337	107
10 - 14 Years		64	524	588	17	152	38
15 - 19 Years		25	245	270	13	63	20
20 - 24 Years		9	131	140	5	33	12
25 - 29 Years		4	88	92	2	18	4
30 - 34 Years		5	93	98	-	19	3
35 Years and Over		2	67	69	-	4	1
Total		1,947	8,709	10,656	421	1,843	664
Median Experience with Present Board		1.9	2.7	2.5	2.1	3.1	2.6
#Less than five months as of the end of 1962-1963.							2.8

TABLE IV-8-a CLASSIFICATION OF TEACHERS ACCORDING TO MARITAL STATUS - ALL FULL-TIME TEACHERS INCLUDING THE FRENCH-SPEAKING TEACHERS IN THE PUBLIC SCHOOLS IN ONTARIO - AS OF SEPTEMBER, 1963.

CLASSIFICATION OF TEACHERS	ALL TEACHERS			FRENCH-SPEAKING TEACHERS ONLY		
	Male	Female	Total	Percent of Total	Male	Female
Single	2,702	8,996	11,698	38.4	9	32
Married	5,855	11,652	17,507	57.4	12	52
Other	49	1,195	1,244	4.1	-	1
Member of Relig. Order	10	10	20	1	-	17
Total	8,616	21,853	30,469	100.0	21	85
					17	123
						100.0

Percent
of Total

TABLE IV-8-5 CLASSIFICATION OF TEACHERS ACCORDING TO MARITAL STATUS - ALL FULL-TIME TEACHERS INCLUDING THE FRENCH-SPEAKING TEACHERS IN THE ROMAN CATHOLIC SEPARATE SCHOOLS IN ONTARIO - AS OF SEPTEMBER, 1963.

CLASSIFICATION OF TEACHERS	ALL TEACHERS			FRENCH-SPEAKING TEACHERS ONLY			Percent of Total		
	Male	Female	Total	Male	Female	Total			
Single	911	3,309	4,220	39.6	192	876	-	1,068	36.5
Married	364	2,244	4,108	38.6	229	934	-	1,163	39.7
Other	2	230	232	2.2	-	33	-	33	1.1
Member of Relig. Order	170	1,926	2,096	19.6	-	-	664	664	22.7
Total	1,947	8,709	10,656	100.0	421	1,843	664	2,928	100.0

TABLE IV-9-a CLASSIFICATION OF TEACHERS ACCORDING TO UNIVERSITY DEGREES - ALL FULL-TIME TEACHERS
INCLUDING THE FRENCH-SPEAKING TEACHERS IN THE PUBLIC SCHOOLS IN ONTARIO - AS OF
SEPTEMBER, 1963.

CLASSIFICATION
OF TEACHERS

ALL TEACHERS

FRENCH-SPEAKING
TEACHERS ONLY

	Male	Female	Total	Percent of Total	Male	Female	Relig.	Total	Percent of Total
Academic:									
Bachelor's	1,971	1,268	3,239	10.6	3	1	7	11	8.9
Master's	20	38	58	.2	—	—	1	1	0.8
Doctor's	—	—	—	—	—	—	—	—	—
Total	1,991	1,306	3,297	10.8	3	1	8	12	9.7
Education:									
Bachelor's	478	122	600	2.0	1	—	—	1	0.8
Master's	271	55	326	1.1	—	—	—	—	—
Doctor's	1	2	3	—	—	—	—	—	—
Total	750	179	929	3.1	—	—	—	—	0.8

TABLE IV-9-b CLASSIFICATION OF TEACHERS ACCORDING TO UNIVERSITY DEGREES - ALL FULL-TIME TEACHERS INCLUDING THE FRENCH-SPEAKING TEACHERS IN THE ROMAN CATHOLIC SEPARATE SCHOOLS IN ONTARIO - AS OF SEPTEMBER, 1963.

CLASSIFICATION OF TEACHERS	ALL TEACHERS					FRENCH-SPEAKING TEACHERS ONLY				
	Male	Female	Total	Percent of Total	Male	Female	Relig.	Total	Percent of Total	
Academic:										
Bachelor's	319	442	761	7.2	42	8	119	169	5.8	
Master's	12	24	36	0.3	1	-	5	6	0.2	
Doctor's	3	1	4	-	-	-	1	1	-	
Total	334	467	801	7.5	43	8	125	176	6.0	
Education:										
Bachelor's	25	52	77	0.7	2	-	16	18	0.7	
Master's	8	9	17	0.2	-	-	4	4	0.1	
Doctor's	-	-	-	-	-	-	-	-	-	
Total	33	61	94	0.9	2	-	20	22	0.8	

TABLE IV-10-a-CLASSIFICATION OF TEACHERS ACCORDING TO POSITION HELD - ALL FULL-TIME TEACHERS
INCLUDING THE FRENCH-SPEAKING TEACHERS IN THE PUBLIC SCHOOLS IN ONTARIO - AS OF
SEPTEMBER, 1963.

CLASSIFICATION OF TEACHERS	ALL TEACHERS			FRENCH-SPEAKING TEACHERS ONLY		
	Male	Female	Total	Male	Female	Relig.
Principal-Administrative	813	50	863	1	-	3
Principal-Teaching	1,371	639	2,010	3	8	-
Vice-Principal - Admin.	62	15	77	-	-	-
Vice-Principal - Teaching	524	66	590	-	-	-
Teacher of Special Subject or Class	730	6,488	7,218	1	8	1
Classroom teacher in- cluding teacher in one room school	5,116	14,595	19,711	16	69	12
Total	8,616	21,853	30,469	21	85	17
Part-Time Teachers	30	690	720			
Itinerant Teachers	499	872	1,371			
						123

TABLE IV-10-b CLASSIFICATION OF TEACHERS ACCORDING TO POSITION HELD - ALL FULL-TIME TEACHERS
 INCLUDING THE FRENCH-SPEAKING TEACHERS IN THE ROMAN CATHOLIC SEPARATE SCHOOLS
 IN ONTARIO - AS OF SEPTEMBER, 1963.

CLASSIFICATION OF TEACHERS	ALL TEACHERS					FRENCH-SPEAKING TEACHERS ONLY		
	Male	Female	Total	Male	Female	Relig.	Total	
Principal-Administrative	74	202	276	18	8	80	106	
Principal-Teaching	256	720	976	77	83	109	269	
Vice-Principal - Admin.	-	5	5	-	2	-	2	
Vice-Principal-Teaching	35	14	49	4	4	-	8	
Teacher of Special Subject or Class	93	1,174	1,267	26	245	41	312	
Classroom teacher in- cluding teacher in one room school	1,489	6,594	8,083	296	1,501	434	2,231	
Total	1,947	8,709	10,656	421	1,843	664	2,928	
Part-Time Teachers	72	237	309					
Itinerant Teachers	82	187	269					

SALARY FREQUENCY OF ALL FULL-TIME TEACHERS INCLUDING PRINCIPALS
AND FRENCH-SPEAKING TEACHERS IN PUBLIC SCHOOLS, IN ONTARIO AS OF
SEPTEMBER, 1963.

Salary Range	All Teachers			French-Speaking Teachers			
	Male	Female	Total	Male	Female	Relig.	Total
\$9,450	887	82	969				
51-9,450	142	16	158	2			2
51-9,050	164	30	194				
51-8,650	239	122	361				
51-8,250	279	285	564				
51-7,850	215	138	353				
51-7,450	245	379	624				
51-7,050	405	994	1,399	2	2		4
51-6,650	366	1,358	1,724	1	1		2
51-6,250	391	1,237	1,628	1	1		2
51-5,850	430	1,278	1,708		13		13
51-5,450	501	1,205	1,706	1	3		4
51-5,050	632	2,075	2,707	1		1	2
51-4,650	625	1,985	2,610	1	9	7	17
51-4,250	1,028	3,427	4,455	2	14	6	22
51-3,850	1,058	3,763	4,821		16	2	18
51-3,450	912	3,329	4,241	8	18	1	27
51-3,050	59	196	255	2	8		10
51-2,650	3	15	18				
51-2,250							
51-1,850							
51-1,450							
Low 1,051							
Salaries	8,581	21,914	30,495	21	85	17	123
Average	\$ 5,035	\$ 4,297	\$ 4,474	\$ 3,551	\$ 3,880	\$ 3,884	\$ 3,996
Median	\$ 5,817	\$ 4,698	\$ 5,012	\$ 4,618	\$ 4,228	\$ 4,168	\$ 4,206

Salaries below \$2,651 are shown in \$2,251-\$2,650 group.

Salaries are shown to over \$13,050. in Report of the Minister 1963.

TABLE IV-11-b SALARY FREQUENCY OF ALL FULL-TIME TEACHERS INCLUDING PRINCIPALS AND FRENCH-SPEAKING TEACHERS IN PUBLIC SCHOOLS IN CITIES AS OF SEPTEMBER, 1963.

	All Teachers			French-Speaking Teachers			
	Male	Female	Total	Male	Female	Relig.	Total
over \$9,450	450 ^x	65 ^x	515 ^x				
,051-9,450	74	5	79	2			2
,651-9,050	83	16	99				
,251-8,650	125	65	190				
,851-8,250	141	187	328				
,451-7,850	77	75	152				
,051-7,450	106	220	326				
,651-7,050	162	502	664	2	2		4
,251-6,650	145	612	657	1	1		2
,851-6,250	147	659	906	1	1		2
,451-5,850	150	616	766		13		13
,051-5,450	186	384	570	1	2		3
,651-5,050	226	661	887	1			1
,251-4,650	225	574	799		1		1
,851-4,250	343	952	1,295		4		4
,451-3,850	323	1,036	1,359		4		4
,051-3,450	245	831	1,076	3	6		9
,651-3,050	2	8	10				
,251-2,650							
,851-2,250							
,451-1,850							
,051-1,450							
below 1,051							
totals	3,210	7,468	10,678	11	34		45
median	\$5,598	\$4,852	\$5,011	\$5,651	\$5,482		\$5,465
verage	\$6,263	\$5,100	\$5,450	\$5,869	\$4,851		\$5,077

^xSalaries below \$2,651 are shown in \$2,251-\$2,650 group.

Salaries are shown to over \$13,050. in Report of the Minister 1963.

SALARY FREQUENCY OF ALL FULL-TIME TEACHERS INCLUDING PRINCIPALS
AND FRENCH-SPEAKING TEACHERS IN PUBLIC SCHOOLS IN TOWNS, AS OF
SEPTEMBER, 1963.

Salary Range	All Teachers			French-Speaking Teachers			
	Male	Female	Total	Male	Female	Relig	Total
over \$9,450	75 ^x	2 ^x	77 ^x				
,051-9,450	20	1	21				
,651-9,050	22	1	23				
,251-8,650	29	5	34				
,851-8,250	35	15	50				
,451-7,850	62	25	87				
,051-7,450	57	44	101				
,651-7,050	72	93	165				
,251-6,650	66	197	263				
,851-6,250	61	241	302				
,451-5,850	80	269	349				
,051-5,450	92	392	484				
,651-5,050	86	434	520				
,251-4,650	99	330	429			7	2
,851-4,250	162	434	596	1		7	6
,451-3,850	156	411	567			1	2
,051-3,450	126	356	482	1		3	1
,651-3,050	8	20	28	1			1
,251-2,650		2	2				
,851-2,250							
,451-1,850							
,051-1,450							
below 1,051							
totals	1,308	3,272	4,580	3	18	11	32
median	\$ 5,125	\$ 4,728	\$ 4,716	\$ 3,251	\$ 4,137	\$ 4,018	\$ 4,079
average	\$ 5,621	\$ 4,801	\$ 5,035	\$ 3,384	\$ 4,051	\$ 3,978	\$ 3,963

Salaries below \$2,651 are not shown in \$2,251-\$2,650 groups.

Salaries are shown to over \$13,050. in Report of the Minister 1963.

TABLE
IV-11-dSALARY FREQUENCY OF ALL FULL-TIME TEACHERS INCLUDING PRINCIPALS
AND FRENCH-SPEAKING TEACHERS IN PUBLIC SCHOOLS IN RURAL TOWNSHIPS
AS OF SEPTEMBER, 1963.

Salary Range	All Teachers			French-Speaking Teachers			
	Male	Female	Total	Male	Female	Relig.	Total
Over \$9,450	6	1	7				
9,051-9,450	5	2	7				
8,651-9,050	11	2	13				
8,251-8,650	15	3	18				
7,851-8,250	20	3	23				
7,451-7,850	22	9	31				
7,051-7,450	21	14	35				
6,651-7,050	27	25	52				
6,251-6,650	48	53	101				
5,851-6,250	69	88	157				
5,451-5,850	59	158	217				
5,051-5,450	83	169	252			1	1
4,651-5,050	128	358	486				
4,251-4,650	144	621	765	1	1		2
3,851-4,250	266	1,135	1,401	1	1		2
3,451-3,850	364	1,656	2,020			11	11
3,051-3,450	385	1,618	2,003	4	9		13
2,651-3,050	41	157	198	1	8		9
2,251-2,650	3	10	13				
1,851-2,250							
1,451-1,850							
1,051-1,450							
below 1,051							
Totals	1,717	6,082	7,799	7	31		38
Median	\$ 3,950	\$ 3,754	\$ 3,784	\$ 3,301	\$ 3,384		\$ 3,358
Average	\$ 4,391	\$ 3,941	\$ 4,040	\$ 3,480	\$ 3,419		\$ 3,349

x Salaries below \$2,650 are shown in \$2,251 to \$2,650 group.

x Salaries are shown to over \$13,050. in Report of the Minister 1963.

SALARY FREQUENCY OF ALL FULL-TIME TEACHERS INCLUDING PRINCIPALS
AND FRENCH-SPEAKING TEACHERS IN PUBLIC SCHOOLS IN CROWN LANDS.
AS OF SEPTEMBER, 1963.

Salary Range	All Teachers			French-Speaking Teachers			
	Male	Female	Total	Male	Female	Relig.	Total
over \$9,450	10 ^x	2 ^x	12 ^y				
051-9,450	5		5				
,651-9,050	2		2				
,251-8,650	5		5				
,851-8,250	6	5	11				
,451-7,850	7	4	11				
,051-7,450	3	15	18				
,651-7,050	9	37	46				
,251-6,650	5	42	47				
,851-6,250	8	50	58				
,451-5,850	10	38	48				
,051-5,450	8	22	30				
,651-5,050	13	24	37			1	1
,251-4,650	14	26	40			5	5
,851-4,250	11	34	45			2	2
,451-3,850	14	43	57				
,051-3,450	4	26	30				
,651-3,050							
,251-2,650							
,851-2,250							
,451-1,850							
,051-1,450							
below 1,051							
totals	134	368	502			2	6
median	\$ 5,571	\$ 5,546	\$ 5,550			\$ 4,051	\$ 4,531
average	\$ 6,021	\$ 5,348	\$ 5,528			\$ 4,051	\$ 4,518
							\$ 4,401

^x Salaries below \$2,651 are shown in the \$2,251-\$2,650 group.^y Salaries are shown to over \$13,050. in Report of the Minister 1963.

SALARY FREQUENCY DISTRIBUTION OF ALL FULL-TIME TEACHERS INCLUDING
PRINCIPALS AND FRENCH-SPEAKING TEACHERS IN ROMAN CATHOLIC SEPARATE
SCHOOLS AS OF SEPTEMBER, 1963.

Salary Range	All Teachers			French-Speaking Teachers			
	Male	Female	Total	Male	Female	Relig.	Total
over \$9,450							
\$9,051-9,450							
\$8,651-9,050							
\$8,251-8,650	1		1				
\$7,851-8,250	3		3	2			2
\$7,451-7,850	7	2	9	3			3
\$7,051-7,450	11	1	12	2			2
\$6,651-7,050	30	18	48	7		1	8
\$6,251-6,650	37	40	77	12	5	1	18
\$5,851-6,250	45	125	170	12	17	1	30
\$4,451-5,850	62	382	444	24	78	4	106
\$4,051-5,450	103	532	635	26	136	20	182
\$3,651-5,050	130	552	682	29	125	34	188
\$2,251-4,650	214	858	1,072	48	133	54	235
\$1,851-4,250	285	1,040	1,325	44	216	62	322
\$1,451-3,850	383	1,597	1,980	63	272	95	430
\$1,051-3,450	341	1,804	2,145	98	477	96	666
\$6,651-3,050	78	801	879	44	343	113	500
\$2,251-2,650	x36	x862	x898	3	39	85	127
\$1,851-2,250				4	1	64	69
\$1,451-1,850				4	1	8	13
\$1,051-1,450						13	13
below 1,051				1		13	14
totals	1,766	8,614	10,380	421	1,843	664	2,928
median	\$3,914	\$3,661	\$ 3,707	\$3,745	\$ 3,541	\$ 3,209	\$ 3,509
verage	\$4,154	\$3,841	\$ 3,894	\$4,127	\$ 3,790	\$ 3,264	\$ 3,719

x Salaries below \$2,651 are shown in \$2,251-2,650 group.

x Salaries are shown to over \$13,050. in Report of the Minister, 1963.

SALARY FREQUENCY DISTRIBUTION OF ALL FULL-TIME TEACHERS INCLUDING PRINCIPALS AND FRENCH-SPEAKING TEACHERS IN ROMAN CATHOLIC SEPARATE SCHOOLS IN CITIES AS OF SEPTEMBER, 1963.

Salary Range	All Teachers			French-Speaking Teachers			
	Male	Female	Total	Male	Female	Relig.	Total
over \$9,450							
9,051-9,450							
,651-9,050							
,251-8,650	1		1				
,851-8,250	1		1				
,451-7,850	4	2	6	3			3
,051-7,450	6		6	2			2
,651-7,050	17	12	29	3			3
,251-6,650	24	32	56	8	5	1	14
,851-6,250	23	98	121	5	15		20
,451-5,850	31	281	312	14	71	1	86
,051-5,450	48	355	403	11	110	6	127
,651-5,050	57	271	328	9	44	22	75
,251-4,650	106	400	506	22	54	16	92
,851-4,250	115	410	525	15	61	27	103
,451-3,850	180	649	829	18	63	24	105
,051-3,450	159	819	978	20	141	25	186
,651-3,050	26	271	297	15	84	39	138
,251-2,650	x29	x492	x521	1	7	34	42
,851-2,250				3	1	37	41
,451-1,850				3		3	6
,051-1,450						12	12
below 1,051						11	11
totals	827	4,092	4,919	152	656	258	1,066
median	\$ 3,921	\$ 3,737	\$ 3,770	\$ 4,269	\$3,661	\$2,979	\$ 3,819
verage	\$ 4,192	\$ 3,962	\$ 4,001	\$ 4,383	\$4,192	\$3,108	\$ 3,957

x Salaries below \$2,651 are shown in \$2,251-2,650 group.

x Salaries are shown to over \$13,050. in Report of the Minister 1963.

SALARY FREQUENCY DISTRIBUTION OF ALL FULL-TIME TEACHERS INCLUDING PRINCIPALS AND FRENCH-SPEAKING TEACHERS IN ROMAN CATHOLIC SEPARATE SCHOOLS IN TOWNS, AS OF SEPTEMBER, 1963.

Salary Range	All Teachers			French-Speaking Teachers			
	Male	Female	Total	Male	Female	Relig.	Total
under \$9,450.							
951-9,450							
651-9,050							
251-8,650							
851-8,250							
451-7,850	2		2	1			1
051-7,450	2		2				
651-7,050	4	1	5	1		1	2
251-6,650	4	3	7	1			1
851-6,250	5	8	13	3	2	1	6
451-5,850	8	53	61	3	5	2	10
051-5,450	20	67	87	2	9	8	17
651-5,050	23	148	171	9	46	9	64
251-4,650	34	186	220	6	31	25	62
851-4,250	67	233	300	2	62	16	80
451-3,850	71	287	358	16	65	23	104
051-3,450	56	322	378	16	74	22	112
651-3,050	20	158	178	10	65	24	99
251-2,650	x5	x189	x194	1	16	18	35
851-2,250				1		5	6
451-1,850				1		4	5
051-1,450						1	1
below 1,051				1		1	2
Totals	321	1,655	1,976	74	375	160	609
Median	\$ 3,905	\$ 3,673	\$ 3,710	\$ 3,626	\$ 3,654	\$ 3,538	\$ 3,621
Average	\$ 4,079	\$ 3,783	\$ 3,831	\$ 3,940	\$ 3,740	\$ 3,585	\$ 3,722

x Salaries below \$2,651 are shown in \$2,251-2,650 group.

x Salaries are shown to over \$13,050, in Report of the Minister 1963.

SALARY FREQUENCY DISTRIBUTION OF ALL FULL-TIME TEACHERS INCLUDING PRINCIPALS AND FRENCH-SPEAKING TEACHERS IN ROMAN CATHOLIC SEPARATE SCHOOLS IN VILLAGES AS OF SEPTEMBER, 1963.

Salary Range	All Teachers			French-Speaking Teachers			
	Male	Female	Total	Male	Female	Relig.	Total
• \$9,450							
51-9,450							
51-9,050							
51-8,650							
51-8,250							
51-7,850							
51-7,450							
51-7,050	1		1		1		1
51-6,650							
51-6,250	1		1				
51-5,850	1		1				
51-5,450	2	2	4				
51-5,050	2	7	9				
51-4,650	3	26	29		4		4
51-4,250	7	22	29		2		2
51-3,850	9	44	53	1	3		4
51-3,450	6	88	94	2	17	7	26
51-3,050	2	35	37	2	7	7	16
51-2,650	x1	x39	x40		5	6	11
51-2,250						3	3
451-1,850							
051-1,450							
low 1,051							
total	35	263	298	6	38	23	67
dian	\$ 3,806	\$ 3,310	\$ 3,356	\$ 3,251	\$ 3,216	\$ 2,794	\$ 3,104
verage	\$ 4,033	\$ 3,419	\$ 3,491	\$ 3,784	\$ 3,272	\$ 2,764	\$ 3,143

Salaries below \$2,651 are shown in \$2,251-2,650 group.

Salaries are shown to over \$13,050. in Report of the Minister 1963.

SALARY FREQUENCY DISTRIBUTION OF ALL FULL-TIME TEACHERS INCLUDING PRINCIPALS AND FRENCH-SPEAKING TEACHERS IN ROMAN CATHOLIC SEPARATE SCHOOLS IN URBAN TOWNSHIPS, AS OF SEPTEMBER, 1963.

Salary Range	All Teachers			French-Speaking Teachers			
	Male	Female	Total	Male	Female	Relig.	Total
over \$9,450							
51-9,450							
51-9,050							
51-8,650							
51-8,250							
51-7,850							
51-7,450	2	1	3				
51-7,050	5	3	8				
51-6,650	5	3	8				
51-6,250	10	16	26				
51-5,850	10	36	46				
51-5,450	8	71	79	2	3		5
51-5,050	19	57	76		4		4
51-4,650	31	113	144	3	4		7
51-4,250	42	158	200	2	6	2	10
51-3,850	55	217	272	2	11	1	14
51-3,450	36	161	197		15		15
51-3,050	8	58	66		2	4	6
51-2,650	x 35	x 35				6	6
51-2,250						9	9
51-1,850							
51-1,450							
below 1,051						1	1
Average	231	929	1,160	9	45	23	77
Median	\$ 4,003	\$ 3,840	\$ 3,870	\$ 4,251	\$ 3,669	\$ 2,384	\$ 3,494
Range	\$ 4,246	\$ 3,997	\$ 4,047	\$ 4,362	\$ 3,820	\$ 2,494	\$ 3,489

Salaries below \$2,651 are shown in \$2,251-2,650 group.

Salaries are shown to over \$13,050. in Report of the Minister 1963.

SALARY FREQUENCY DISTRIBUTION OF ALL FULL-TIME TEACHERS INCLUDING PRINCIPALS AND FRENCH-SPEAKING TEACHERS IN ROMAN CATHOLIC SEPARATE SCHOOLS IN RURAL TOWNSHIPS, AS OF SEPTEMBER, 1963.

Salary Range	All Teachers			French-Speaking Teachers			
	Male	Female	Total	Male	Female	Relig.	Total
under \$9,450							
951-9,450							
651-9,050							
251-8,650							
851-8,250	2		2	1			1
451-7,850	1		1				
051-7,450	1		1				
651-7,050	3	2	5	2			2
251-6,650	4	2	6	3			3
851-6,250	6	3	9	4			4
451-5,850	12	12	24	7	2	1	10
051-5,450	25	37	62	11	14	6	31
651-5,050	29	69	98	11	31	3	45
251-4,650	40	133	173	17	40	13	70
851-4,250	54	217	271	25	85	17	127
451-3,850	68	400	468	26	130	47	203
051-3,450	84	414	498	55	230	42	327
651-3,050	22	279	301	17	185	39	241
251-2,650	x1	x107	x108	1	11	21	33
851-2,250						10	10
451-1,850						1	1
051-1,450							
below 1,051							
Totals	352	1,675	2,027	180	729	200	1,109
Median	\$3,858	\$3,488	\$3,541	\$3,713	\$3,343	\$3,327	\$3,378
Average	\$4,082	\$3,580	\$3,667	\$3,987	\$3,479	\$3,357	\$3,539

x Salaries below \$2,651 are shown in \$2,251-2,650 group.

Salaries are shown to over \$13,050. in Report of the Minister 1963.

DISTRIBUTION OF SALARIES VS. CERTIFICATE LEVEL (DOMINION BUREAU
OF STATISTICS) FOR FRENCH-SPEAKING LAY TEACHERS IN THE PUBLIC
SCHOOLS IN ONTARIO, SEPTEMBER, 1963.

Certificate Level (DBS)	5		2 - 3		1		-1, 0		Totals		Total	
	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural		
<i>Salary:</i>												
000-3,499			3	5	13	27			1	16	33	49
500-3,999			3		8	5				5	5	10
000-4,499					1	9				9	1	10
500-4,999			7							7		7
000-5,499					1						1	1
500-5,999			27							27		27
000-6,499												
500-6,999												
000-7,499												
500-7,999												
000-8,499												
500-8,999												
000-9,499	2									2		2
500-9,999												
Totals	2		40	7	24	32			1	66	40	106

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IV-13-b DISTRIBUITION OF SALARIES VS. CERTIFICATE LEVEL (DOMINION BUREAU
OF STATISTICS) FOR FRENCH-SPEAKING RELIGIOUS TEACHERS IN THE
PUBLIC SCHOOLS IN ONTARIO, SEPTEMBER, 1963.

Certificate Level (DBS)	5	2 - 3	1	-1, 0	Totals	
Urban	Rural	Urban	Rural	Urban	Rural	Total
Salary:						
000-3,499						
00-3,999		1	3		4	4
00-4,499	5	1			6	6
00-4,999		1	3	1	1	6
00-5,499						
00-5,999						
00-6,499						
00-6,999						
00-7,499						
00-7,999						
00-8,499						
00-8,999						
00-9,499						
00-9,999						
als	5	1	2	3	4	11
						6
						17

DISTRIBUTION OF SALARIES VS. CERTIFICATE LEVEL (DOMINION BUREAU
OF STATISTICS) FOR FRENCH-SPEAKING LAY TEACHERS IN THE ROMAN
CATHOLIC SCHOOLS IN ONTARIO, SEPTEMBER, 1963.
/SEPARATE

Certificate Level (DBS)	5	2 - 3		1	-1, 0		Totals		Total		
	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural			
Salaries:											
Under \$2,500					3		3		3		
599-2,999	6			95	52	10	32	111	84	195	
000-3,499	2		28	48	310	303		18	340	369	709
500-3,999	4		67		275	256			346	256	602
000-4,499			91	189	60	1			151	190	341
500-4,999	1		155						155	1	156
000-5,499		2	239		3				242	2	244
500-5,999	4	2					4		2		6
000-6,599		4							4		4
500-6,999		1							1		1
000-7,499	1						1				1
500-7,999	2							2			2
000-8,499											
500-8,999											
000-9,499											
500-9,999											
Totals	19	10	580	237	743	612	13	50	1355	909	2264

13-d DISTRIBUTION OF SALARIES VS. CERTIFICATE LEVEL (DOMINION BUREAU OF STATISTICS) FOR FRENCH SPEAKING RELIGIOUS TEACHERS IN THE ROMAN CATHOLIC SCHOOLS IN ONTARIO, SEPTEMBER, 1963.
/SEPARATE

ficate Level DBS)		2 - 3		1		-1, 0		Totals			
Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural	Total	
ies:											
\$2,500	5		13		51		4	1	73	1	74
0-2,999			14	4	55	46	2		71	50	121
0-3,499			83	69	23	10			106	79	185
0-3,999	38	6	143	55				2	181	63	244
0-4,499	33	5					2		33	7	40
0-4,999											
0-5,499											
0-5,999											
0-6,499											
0-6,999											
0-7,499											
0-7,999											
0-8,499											
0-8,999											
0-9,499											
0-9,999											
1s	76	11	253	128	129	58	6	3	464	200	664

TABLE
14-aDISTRIBUTION OF SALARIES VS. EXPERIENCE FOR FRENCH-SPEAKING LAY TEACHERS IN
THE PUBLIC SCHOOLS IN ONTARIO, SEPTEMBER, 1963.

Salaries:	Less Than 1 Year Urb. Pur.	1 - 3 Urb. Pur.	4 - 9 Urb. Pur.	10 - 15 Urb. Pur.	16 - 25 Urb. Pur.	26 + Urb. Pur.	Totals Urb. Pur.	Totals Urb. Pur.
" 3,000-3,499	8	7	3	13	11	2	2	49
3,500-3,999			8		2	3	2	11
4,000-4,499				9	1		9	10
4,500-4,999				7			7	10
5,000-5,499						1	1	7
5,500-5,999				8	14	5	27	27
6,000-6,599								
6,500-6,999								
7,000-7,499								
7,500-7,999								
8,000-8,499								
8,500-8,999								
9,000-9,499								
9,500-9,999								
Totals	8	7	11	15	16	12	11	106

TABLE I¹⁴-D

DISTRIBUTION OF SALARIES VS. EXPERIENCE FOR TEACHING STAFF
TEACHERS IN THE PUBLIC SCHOOLS IN ONTARIO, SEPTEMBER, 1963.

TABLE IV-14-c

DISTRIBUTION OF SATAPES VS. EXPERIENCE FOR FRENCH-SPEAKING LAY TEACHERS
IN THE SEPARATE SCHOOLS IN ONTARIO - SEPTEMBER 1963.

Less Than 1 Year	1 - 3	4 - 9	10 - 15	16 - 25	26 +	Totals
Urb. Rur.	Urb. Rur.	Urb. Rur.	Urb. Rur.	Urb. Rur.	Urb. Rur.	Totals
Salaries:						
Under $\frac{1}{2}$ 2,500.	3				3	3
2,500-2,999	102	73	6	1	11	2
3,000-3,499	30	21	310	341	4	3
3,500-3,999	67		279	201	42	13
4,000-4,499		91	51	43	63	17
4,500-4,999	1			155		51
5,000-5,499			2		148	
5,500-5,999				4	2	
6,000-6,599					4	4
6,500-6,999						4
7,000-7,499					1	1
7,500-7,999					2	2
8,000-8,499						1
8,500-8,999						1
9,000-9,499						2
9,500-9,999						2
Totals	132	94	386	342	371	265
						204
						111
						167
						71
						95
						26
						1355
						909
						2264

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DISTRIBUTION OF SALARIES VS. EXPERIENCE FOR FRENCH-SPEAKING RELIGIOUS TEACHERS IN THE SEPARATE SCHOOLS IN ONTARIO, SEPTEMBER 1960.

APPENDIX A

ENROLMENT IN GRADE 9 and 10 ADMINISTERED BY
ELEMENTARY SCHOOL BOARDS, SEPTEMBER 30, 1964.

(a)	Cities	Schools	Grade 9	Grade 10	Total
	Toronto	Church Street	1		1
	Toronto	General Mercer	17	19	36
	Toronto	Givins	74	51	125
	Toronto	Hodgson		13	13
	Toronto	Jesse Ketchum	53	43	96
	Toronto	Kent Senior	67	65	132
	Toronto	Roden		41	41
	Toronto	Sunny View	15	2	17
	Barrie	St. Josephs	44	35	79
	Sarnia	St. T.D. Aquin	18	23	41
	Belleville	St. Michael	102	69	171
	Brantford	St. Johns Sr.	57	56	113
	Brantford	Providence Sr.	68	50	118
	Chatham	St. Pius X	58	58	116
	Cornwall	College D.E.	82	49	131
	Cornwall	Ecole	71	63	134
	Cornwall	Acad St. Michel	93	66	159
	Sault Ste. Marie	St. Ignace l	6	10	16
	Galt	St. Benedict	90	73	163
	Guelph	Bishop MacDonell	188	107	295
	Hamilton	Bishop Ryan	190	163	353
	Hamilton	Cathedral Boys	202	204	406
	Hamilton	Cathedral Girls	248	208	456
	Kingston	Cathedral Girls	89	121	210
	Kingston	Cathedral Boys	85	33	118
	Kitchener	St. Jerome Boys	201	168	369
	Kitchener	St. Mary Sr. Girls	282	241	523
	London	Catholic Central	396	272	668
	St. Thomas	St. Joseph	63	51	114
	North Bay	St. V. de Paul	48	47	95
	Oshawa	St. Josephs Senior	80	55	135
	Ottawa	Academie d La Salle	139	165	304
	Ottawa	Couv du Sacre Coeur	26	20	46
	Ottawa	Couvent Mont St. Jos.	94	96	190
	Ottawa	N D Du Conseil	75	73	148
	Ottawa	N D Gloucester	52	39	91
	Ottawa	N D Lourdes	118	74	192
	Ottawa	N D Du Sacre Coeur	128	118	246
	Ottawa	N D Des Victoires	24	30	54
	Ottawa	Jeanne Mance	75	48	123
	Ottawa	Lycee	81	59	140
	Ottawa	University	145	116	261
	Ottawa	Pontiac St. Interne	66		66
	Ottawa	St. Jean Marie Via	30	28	58
	Ottawa	Canadian Martyrs	8		8
	Ottawa	Immaculata	231	203	434
	Ottawa	Notre Dame Convent	100	84	184
	Ottawa	St. Joseph	203	158	361
	Ottawa	St. Patrick College	159	141	300
	Ottawa	St. Pius X	82	59	141
	Ottawa	University	36	43	79

APPENDIX A (continued)

(a) <u>Cities</u>	<u>Schools</u>	<u>Grade 9</u>	<u>Grade 10</u>	<u>Total</u>
Peterborough	St. Peter Int.	229	214	443
St. Catharines	D. Morris	216	236	452
St. Catharines	St. Alfred	49	25	74
Sarnia	St. Patricia	210	186	396
S.S. Marie	St. Agnes	140	142	282
Stratford	St. Joseph Sr.	57	24	81
Sudbury	Du Sacre Coeur	142	70	212
Sudbury	Notre Dame	144	114	258
Sudbury	St. Charles College	133	110	243
Sudbury	Marymount College	140	106	246
Toronto	Notre Dame	207	219	426
Toronto	St. John Training	46	11	57
Toronto	St. Joseph Inter.	108	206	314
Toronto	St. Paul	21		21
Welland	Notre Dame	131	121	252
Windsor	St. Anthony	135	66	201
Windsor	St. Joseph	153	103	256
Windsor	Holy Rosary	28	22	50
		7149	5985	13134

Instruction in French

APPENDIX 3 (contd.) ENROLMENT IN GRADE 9 AND 10 ADMINISTERED BY ELEMENTARY SCHOOL BOARDS, SEPTEMBER 30, 1964.

Towns	Schools	Grade 9	Grade 10	Total
Alex	Du Perpetuel Secours	28	24	52 #
Midland	St. Theresas	68	55	123
Tecumseh	St. Anne	15	14	29 #
Trenton	St. Peter	28	29	57
Wallaceburg	St. Thos. Aquin	54	28	82
Cochrane	St. Joseph	27	36	63 #
Iroquois	Falls		15	15 #
Blind River	St. Joseph	27	24	51 #
Amherstburg	St. John Baptist	65	48	113
Haileybury	St. Marie	80	72	152
Haileybury	Fatima	35	26	61
Hawkesbury	Sacre Coeur	32	32	64 #
Vankleek Hill	St. G. de Naz	21	18	39 #
Hearst	St. Louis	40	28	68 #
Hearst	College	52	38	90 #
Bonfield	Lorrain	19	15	34 #
Haileybury	Holy Cross	22	30	52
Cobourg	St. Michael	24	17	41
Port Hope	St. Anthony	19	15	34
Perth	St. John	16	12	28
Smiths Falls	St. Frances	41	30	71
Pembroke	Ste. Croix	18	14	32
Deep River	St. Mary	29	11	40
Pembroke	Our Lady	75	64	139
Pembroke	St. Columba	39	43	82
Renfrew	Bishop Ryan High	35	38	73
Renfrew	St. Josephs Girls	37	45	82
Walkerton	Sacred Heart Sr.	127	91	218
Sturgeon Falls	St. Joseph	65	57	122 #
Timmins	Sacre Coeur Inter	143	96	239 #
Timmins	Ste. Therese	163	121	284 #
Ajax	O. Gorman Inter	86	73	159
Riverside	St. Bernadette	22	16	38
Tecumseh	St. Louis	16	12	28 #
Riverside	St. Ann	51	25	76
Riverside	St. Louis	100	86	186
		1719	1398	3117
<u>Villages</u>				
Whitby	* Denis O'Connor	17	20	37
Alfred	* CRCSS	23	17	40 #
Barrys Bay		38	56	94
Killaloe	St. Andres	17	24	41
		95	117	212
<u>Urban Areas</u>				
Scarborough	Neil McNeil	209	156	365
York North	J.J. Lynch Boys	81	50	131
York North	J.J. Lynch Girls	90	56	146
York North	Madonna	119	65	184
Sandwich E.	St. Alex Sr.	16	14	30 #
Sandwich W.	Sacred Heart	19	21	40 #
Anderdon	San. W. St. Jos. CRC	38	30	68 #
Sandwich W.	CRC St. Gabriel	85	40	125
Sandwich E.	St. Alexander	79	39	118
# Instruction in French		736	471	1207

APPENDIX A (ccntd.) ENROLMENT IN GRADE 9 AND 10 ADMINISTERED BY ELEMENTARY SCHOOL BOARDS, SEPTEMBER 30, 1964.

<u>Township Areas</u>	<u>Schools</u>	<u>Grade 9</u>	<u>Grade 10</u>	<u>Total</u>
Admaston		1	1	2
Brudenell & Lyndoch		1	2	3
Brudenell & Lyndoch		1	3	4
Brudenell & Lyndoch	Quadeville		6	6
Hagarty	Richards TA	9	6	15
Hagarty	Richards	2	2	4
Sherwood	Jones Burns TA	1		1
Michipicoten	2	2		2
Ryan Kincaid & Herrick			1	1
Elbr. Bkr. McCream & Mogwn		1		1
Menapia		1		
Coderre		2		2
Foleyet		4	3	7
Kapuskasing		1		1
Quibell T A		1	1	2
Connell & Ponsford T S A		4	5	9
Gibson		2		2
Mine Centre		1		1
Sutherland		3		3
Renabie I D		8	4	12
Noble		1		1
Hagar Appleby Loughrin R A			1	1
Township 11 H		2		2
Haultain Milner & Nicol TA		5	4	9
Armstrong		3	1	4
Savant Lake		1		1
Finch Union		22	23	45 #
Hawkesbury East		5	1	6 #
Hawkesbury East		9	4	13 #
Lochiel		6	2	8 #
Tyendinaga Rich ETC CRC		10	4	14
Howe Island CRCSS		1	5	6
Black River Immaculee		23		37 #
Calvert	Ste. Jeanne d Arc	22	14	37 #
Clockmeyer		21		21 #
Playfair	Ste. Threse	8	5	13 #
Pyne & Fox		7		7 #
Cornwall Twp.	St. Andrew	38	31	69
Chapleau		17	13	30 #
Ellict Lake	O L.Fatima	15	16	31 #
Sultan			3	3 #
Maidstone & Rochester		10	8	18
Armstrong Bchmp. CRC Asamptn.		61	27	88
Casey		13	4	17
Casey		8		8
Fauquier & Nansen Union		17	11	28 #
Idington & McCrea Union		10	5	15 #
Owens & Williamson Union		15	12	27 #
Shackleton Union		28	17	45 #
Sioux Narrows Father Moss		13	13	26
McGillivray & Stephens CRC		12	6	18
Ferris East & Chisholm CRC		14	19	33 #
Ferris E. & Bonfield CRC		10	3	13 #
Widdifield CRC 1 Ste. Marie		26	21	47 #

<u>Township Areas</u>	<u>Schools</u>	<u>Grade 9</u>	<u>Grade 10</u>	<u>Total</u>
Ferris W.	St. Theresa	21	13	34
Widdifield	Sacred Heart	29	23	52
Bagot	CRCSS	3	8	11
Murchison		3	5	8
Bexley Carden	Eldon CRCSS	9	5	14
Alfred	CRC 1 St. Joseph	6	6	12 #
Cambridge		6	5	11 #
Cambridge		4	3	7 #
Cale Plant S	CRCSS	15	9	24 #
Bromley		9	3	12
Brudenell & Lyndock		2	1	3
Brudenell Lyndock & Rad	CRC	2		2
Hagarty & Sherwood	CRC	10	8	18
Radcliffe & Bangor	CRC	22	28	50
Clarence CRCSS 2		8	18	26 #
Clarence CRCSS 1		15	17	32 #
Clarence CRCSS 3		12	6	18 #
Cumberland		10	10	20 #
Tarentorus Union St. Basils		109	98	207
Badgerow Cald CRC DYOUV		36	29	65 #
Badgerow Field Gibb CRC F		15		15 #
Appleby & Dunnet		14	6	20 #
Awrey Hagar Loughrin		18	5	23 #
Bigwood & Delamere		25	17	42 #
Cosby Martland Mason		46	22	68 #
Crerar		12	7	19 #
Kirk Louden & MacPherson		20	11	31 #
Martland Scollard		7	6	13 #
Bleizard Intermediate		17	11	28
Cprl. & Hnmr. CRC St. Jacques		38	33	71 #
Noble		7	5	12
Foleyet		2	2	4 #
Adjala CRCSS St. James		15	9	24
		1065	736	1801

Crown Lands

Alfred	St. Joseph Training	26	10	36 #
Harmon		12	3	15
Fraserdale		2	6	8
Moose Factory Island		7	4	11
RCAF Moosonee		13	11	24
		60	34	94

#Instruction in French

* The first 'C' in CRCSS indicates a combined or consolidated school section.



DEPARTMENT OF EDUCATION

GRANT FORM 1963

Public and Separate Schools

DIRECTIONS

1. (a) This grant form is to be prepared in duplicate for each Public or Separate School Board which operated at any time during the year 1962. The original is to be mailed to the Grants Office at the Department of Education as soon as possible.
 (b) On the original, except where the grant is to be withheld, the Inspector is to complete all of the Items on Page 4, Items 11, 12, 32 and 33 on Page 2, and, on the top of Page 3, enter the name and address of the Secretary, the Inspectorate, and the name of the Board.
2. Where by reason of the transfer of an area or by annexation, part of a school section or area is taken from one Board and added to another, the applicable portions of Item 32 on Page 2 are to be completed in order that a proper division of the grant be made.
3. Class-rooms and attendance (Item 1, Columns 1 to 10)—
 - (a) In paragraphs (b) and (c) below A.D.A. means the average daily attendance of all pupils at the school except those whose fees are payable by another board, by the Minister, or by Canada.
 - (b) In the case of an urban Board where the A.D.A. is over 300 and in the case of a rural Board where the A.D.A. is over 1,200, give data for all schools in one line.
 - (c) In the case of an urban Board where the A.D.A. is under 300 and in the case of a rural Board where the A.D.A. is under 1,200, give data for each school having an A.D.A. of less than 300 in a separate line and combine the data of all schools having an A.D.A. of 300 or more in a separate line.

Where a board operating more than one school closed the school during the year and sent the pupils to other schools operated by the board, Columns 1 to 5 for the closed school are to be completed, and, in the space provided below for "Additional Information From Inspector", the name of each school to which the pupils were transferred and the number of pupils transferred to each are to be entered.

 - (d) Maximum allowable number of class-rooms—Column 6—where a Board operating one school commenced to do so during 1962, or closed its only school during 1962, the maximum allowable number of class-rooms in operation will be determined by dividing the actual average daily attendance as shown in Column 4 by the number of months of operation and multiplying by 10, and dividing that result by 30. Column 8 will then be determined by multiplying Column 6 by 3 times the number of months in which the school was operated.
4. Details of assessment and population—Item 11—
 - (a) The population is to be as shown on the assessment roll on which taxes were levied in 1962 except that the number of inmates of public institutions is to be deducted.
 - (b) Any adjustment due to the receipt of mines profit tax or the provincial subsidy to a designated "Mining Municipality" is to be shown in Column 4 and adjusted by the provincial equalizing factor.
5. Assessment per class-room—Item 12—
 The assessment per class-room for grant purposes is to be the lesser of the amount shown in Items 12 (A) and 12(B), but where Item 12(B) is less than Item 12(C) the amount shown in Item 12(C) is to be used.
6. The calculation required in Item 28 is to be made only where Item 27 is .99 or less.
7. Where a Board has been established under Section 12 of The Public Schools Act, Form G4 is to be obtained from the Grants Office.
8. Where, for any reason, the Inspector considers that all or part of the 1963 grant should be withheld, he is to enter in Item 60 just to the left of Column 5, the word "hold" and give reasons in the space provided below.

ADDITIONAL INFORMATION FROM INSPECTOR



GRANT FORM 1964

Public and Separate Schools

DIRECTIONS

1. Except as noted in Directions 2 and 3, this Grant Form is to be prepared in duplicate for each public and separate school board which operated at any time during the calendar year 1963. The original is to be mailed to the Grants Office, Department of Education, 44 Eglinton Ave. West, Toronto 12, Ontario as soon as possible.
2. Where a board has been established under Section 12 of The Public Schools Act, Form G4 in lieu of Form G1 is to be completed.
3. In order to make a tentative calculation of the 1964 grant for
 - (1) a board established on or after January 1, 1964,
 - (2) a board established after December 31, 1961 that has not operated a school for a full calendar year, or
 - (3) a board which commenced to operate a school on or after September 3, 1963,

Form G7 in place of Form G1 is to be prepared.

4. The grant produced on this Form does not include the Corporation Tax Adjustment Grant.
5. (1) Where a board operated a school for less than 10 months during 1963, Item (6) 1 (c) shall be not less than .1 for each month in which the school was operated.
- (2) The number of class-rooms calculated on behalf of pupils whose fees are payable by the board in Item 6 (2) shall be not less than .05 for each month for which fees were payable.
6. The Inspector is to enter the official name of the board and the name of the Inspectorate on Pages 1 and 8 and in addition, on Page 8, he is to enter the name and address of the Secretary-Treasurer of the board.
7. The following Items only are to be completed on the copy sent to the Department:
 - Item 1, Cols. 1 & 2
 - Item 2 (4)
 - Item 4 except Col. 3
 - Item (6) 1 (b)

(INSPECTORATE)

(OFFICIAL NAME OF BOARD)

8. Where, for any reason, the Inspector considers that all or part of the 1964 grant should be withheld, he is to enter the word "Hold" in Item 26.

REGULATION

GENERAL LEGISLATIVE GRANTS

1963

Public and Separate Schools,
High Schools, Continuation Schools
and Vocational Schools

Ontario Regulation 32/63

Made Under
The Department of Education Act



Issued by Authority of
THE MINISTER OF EDUCATION

APPENDIX E ENROLMENT IN ELEMENTARY SCHOOLS? PUBLIC AND SEPARATE,
(AS OF THE LAST SCHOOL DAY IN SEPTEMBER, 1947 - 1964) (1)

	Public School	Increase Over Prev. Year %	Separate School	% Of Total	Increase Over Prev. Year %	Total Elementary
1947 (2)	441,193		108,842	19.8		550,035
48	458,729	3.9	112,730	19.8	3.6	471,459
49	475,679	3.7	117,047	19.8	3.8	592,726
50	490,302	3.1	121,182	19.8	3.5	612,182
51	523,474	6.7	131,032	20.0	8.1	654,506
52	571,917	9.2	140,975	19.8	7.6	712,892
53	615,052	7.5	153,345	20.0	8.7	768,397
54	650,916	5.8	170,820	20.8	11.4	821,736
55	676,246	3.9	187,368	20.8	9.6	863,614
56	706,319	4.4	205,577	21.5	9.7	911,896
57	747,236	5.8	223,881	22.9	8.9	971,117
58	784,167	4.9	243,431	23.7	8.7	1,027,598
59	817,880	4.3	263,769	24.3	8.4	1,081,649
60	843,737	3.2	282,651	25.2	7.2	1,126,388
61	861,715	2.1	301,338	26.0	6.6	1,163,053
62	880,198	2.1	316,831	26.4	5.1	1,197,029
63	901,830	2.5	331,334	26.8	4.6	1,233,164
64	925,068	2.6	353,405	27.6	4.6	1,278,473

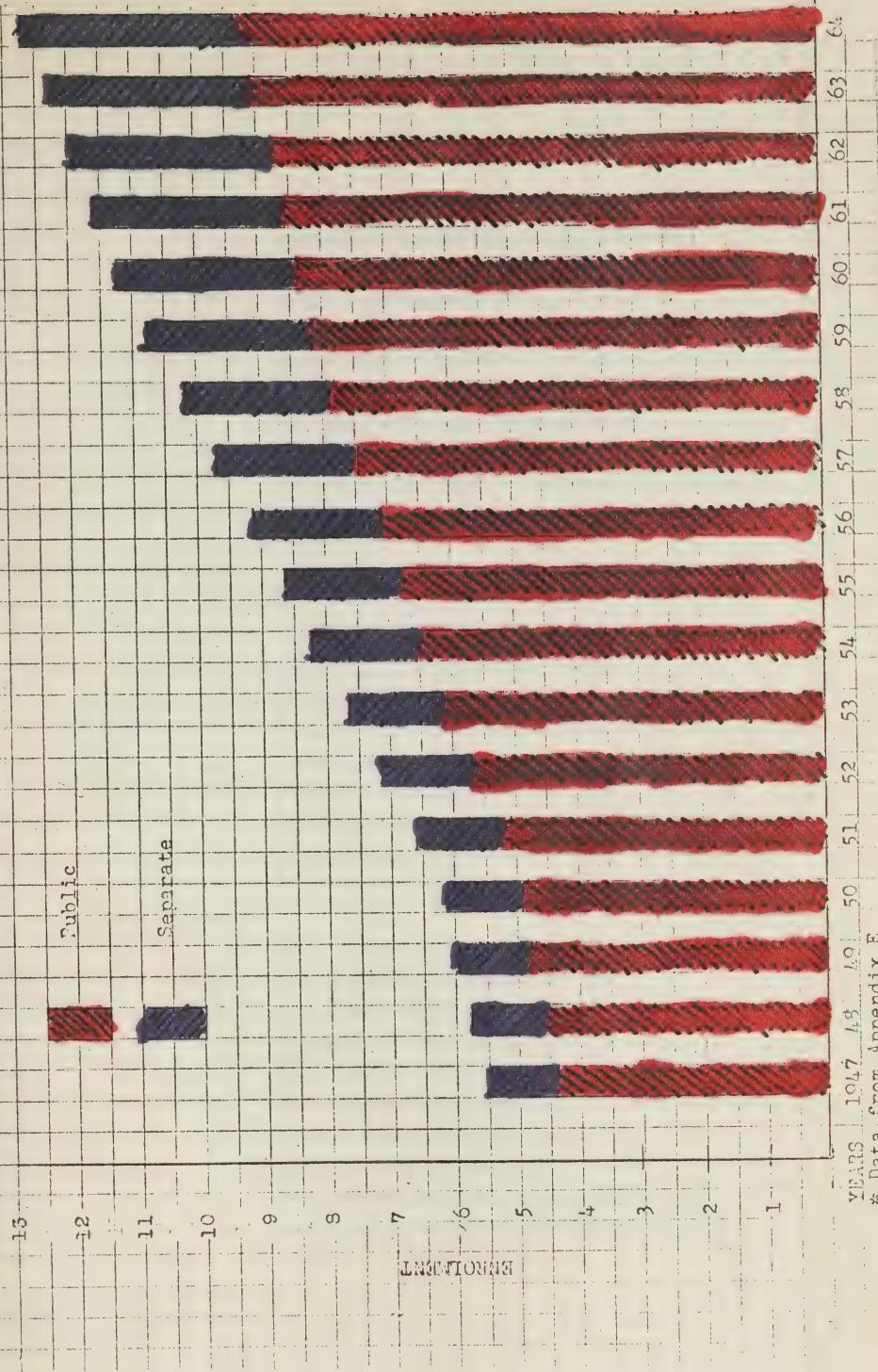
(4) Data used in Chart I
 (2) Breakdown for public and separate schools estimated for 1947-54 from the net figures as supplied by the Statistics Office of the Department of Education. The remainder from the Report of the Minister, 1963.

APPENDIX F ASSISTANCE TO LOCAL AUTHORITIES BY THE PROVINCE OF
ONTARIO FOR EDUCATION WITH TOTALS FOR PUBLIC AND
SEPARATE SCHOOLS, FISCAL YEARS ENDING MARCH 31,
1947-1966 (4)

	Total Education as per 1965 Budget Statement (1)	Total Public School	Total Separate School	Total Public and Separate School
(Thousands of Dollars)				
47	\$ 24,857	\$13,378	\$ 2,060	\$15,440
48	31,843	17,020	2,708	19,728
49	37,130	18,837	3,257	22,094
50	41,042	20,544	3,517	24,061
51	46,297	23,466	4,836	28,302
52	52,837	26,165	5,742	31,907
53	59,989	28,661	6,538	35,199
54	64,017	31,262	7,645	38,907
55	70,843	36,621	9,271	45,892
56	76,717	36,913	9,965	46,878
57	87,887	42,524	12,233	54,757
58	110,441	52,697	15,272	67,969
59	142,902	66,735	21,086	87,821
60	163,756	74,369	25,978	100,347
61	179,696	78,806	29,411	108,217
62	205,229	87,197	34,895	122,092
63	280,462	105,263	44,585	149,848
64	283,363	107,485	49,369	156,854
65	348,665 (2)	125,000 (2)	66,200 (2)	191,200 (2)
66	383,205 (3)	134,000 (2)	71,000 (2)	205,000 (3)

(1) Totals include General Legislative Grants, (Grants to cost of non-resident pupils, libraries and recreation community programmes, etc.), provincial share of cost of new vocational school units and provincial contributions to Teachers' Superannuation Fund.

(2) Estimated (3) Forecast (4) Figures used in Chart



* Data from Appendix E

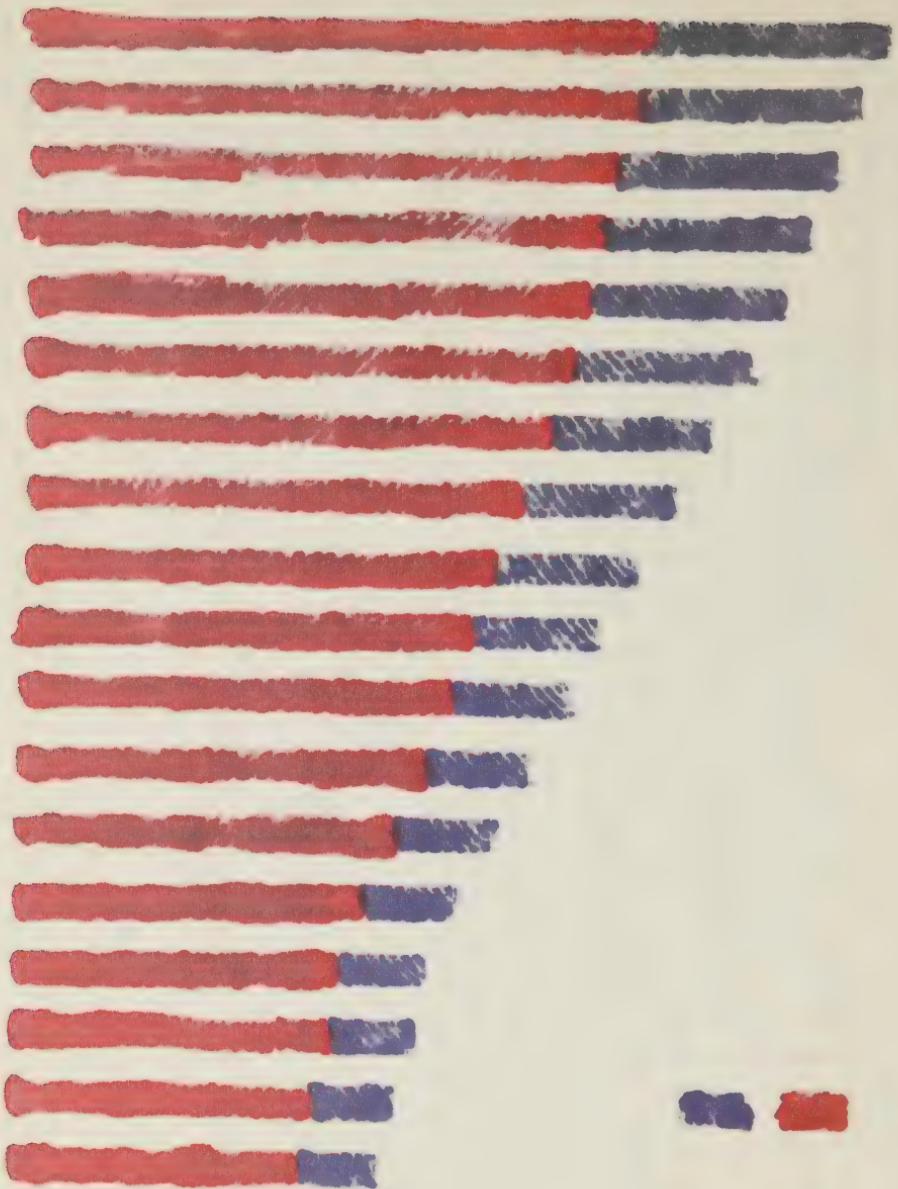


CHART II

OPERATING COSTS AND LEGISLATIVE GRANTS PER PUPIL
OF AVERAGE DAILY ATTENDANCE FOR ELEMENTARY SCHOOLS
IN ONTARIO, 1962.

\$0 \$100 \$200 \$300 \$400

1 Schools - From Table III-3

roup 1



roup 2



roup 3



roup 4



verage



ties - From Table III-4

roup 2



roup 2



roup 3



verage



owns - From Table III-5

roup 1



roup 2



roup 3



roup 4



verage



CHART II
(continued)OPERATING COSTS AND LEGISLATIVE GRANTS PER PUPIL OF
AVERAGE DAILY ATTENDANCE FOR ELEMENTARY SCHOOLS IN
ONTARIO, 1962.

\$0 \$100 \$200 \$300 \$400

llages - From Table III-6

roup 1

roup 2

roup 3

roup 4

verage

ban Townships - From Table III-7

roup 1

roup 2

roup 3

roup 4

verage

ral Townships - From Table III-8

roup 1

roup 2

roup 3

roup 4

verage



Operating Costs

Legislative Grants per Pupil of A.D.A.

CHART III

PROVINCIAL ASSISTANCE TO LOCAL AUTHORITIES
Fiscal Years Ending March 31st, 1947 to March 31st, 1966

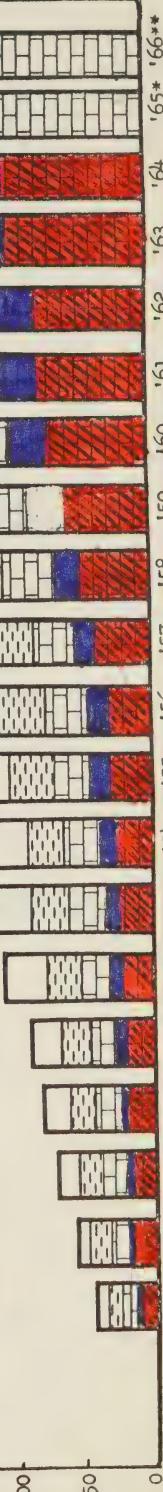
Health, Welfare, Justice and Others

Roads

Education

Public Schools

Separate Schools



*Estimated ** Forecast
This chart was included with the 1965 Budget statement of The Honourable James N. Allan, Minister of Finance, Ontario. Public and Separate School grants have been audited from data supplied by the Department of Treasury.





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